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ABSTRACT

The more than 275 suggestions presented in this publication were solicited from readers of Teacher, The Instructor, and Curriculum Product Review, and are given, as far as possible, in the teacher's own words. The ideas are grouped by topic and, in some cases, by grade level to provide easy access. The Camera Companion section is devoted to the introduction of the camera and its products to students, its use in motivation and communication, class albums and open house activities, presentation of the students and their work, and other miscellaneous activities. The Curriculum Camera presents photographic usage by grade level from pre- school through high school and includes groupings under special classes, remedial reading, and special students. A final section provides a brief description of different types of cameras and their uses and a photographic slidemaker, and suggestions for the production of filmstrips. (PAA)

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TEACHING TIPS FROM KODAK TEACHERS!

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275 Plus! Proven ways to use Photography in the classroom.

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Editor's Note

Throughout 1978, Eastman Kodak Company solicited ideas on teaching with photography from readers of *Teacher, The Instructor,* and *Curriculum Product Review.* Here are some of the best of those ideas, presented as much as possible in the teachers' own words. Although the ideas have been grouped by topic and, in some cases, by grade level for easy access, we feel there are ideas to be gained from every section by every teacher. It is our hope that you will read the entire book and find at least one idea that sparks your own classroom creativity.

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THE CAMERA COMPANION

FROM FIRST DAY TO LAST

Patricia Bradley, who teaches a pre-first-grade class at Chestnut Hill Academy in Philadelphia, Pa., submitted the following idea, which introduces the camera as helpmate to the teacher interested in motivation and communication.

Parents everywhere anxiously await the return of their child on the first day of school.

"What did you do in school today?" they ask.

Children everywhere answer, "Nothin'."

Well, pictures don't lie. How reassuring for Mom and Dad to see that their brand-new kindergartener is actually busy, happy, and involved in his own learning. How much easier to believe the teacher when she says, "He's fine. Don't worry."

The picture taken during the first days of school is a real gift from teacher to parent. What better way to begin a warm relationship? And pictures taken throughout the whole school year will do more to cement that relationship. Pictures can say some things better than words, and pictures can help build trust. Pictures can communicate special things we might want to say about a child, and special things we want to say about our classroom as well.

While the teacher is focusing on positive experiences to photograph, he or she will be focusing on the positive attributes of the children. Anything that helps us do that is a good idea. But the primary goal of this picture-taking-and-giving-away project is communication. We need to communicate in an informal, spontaneous, and individualized way (report cards never do this) with the parents of the children we share.

How often to take a child's picture depends on more than budget considerations. The teacher will be influenced by classroom dynamics, motivation, and management. He or she should take pictures as often as they can be useful and meaningful, and should consider them an important extension of the reporting system.

MORE IDEAS FOR THOSE OH-SO-IMPORTANT FIRST DAYS

From Mrs. Mary Cobb, Keene, N.H. —

Pictures make it easier for young children to identify school personnel. Take pictures of the bus drivers, cooks, janitors, secretaries, nurse, and special teachers who will come in contact with your class during the school year. Make a bulletin board of the pictures and label each picture with name and job. When you have to send a child to another worker, point to the picture and say the name of the person and the job: "Billy, you must ask Mr. Jones, the janitor, to help you with this zipper." Point to the janitor's picture and the child will have a visual guide when he looks for the person.

The idea is especially helpful during the first few days of school when children cannot remember the name of their bus driver. A picture of the bus driver is usually enough to help a teacher board her students on the correct bus.

Not only does this approach work with children, but substitute teachers also find pictures useful in identifying school personnel.

From Nancy Dzidzan, Milwaukee, Wis. —

After accumulating several boxes of slides of my various classes' activities, projects, and plays, I came up with the idea of using some of them as an introductory presentation on the first day of a new school year. I entitled the presentation "The Joys of Being a Fourth-Grader," and it acquaints my new students with my classroom and its activities. It's also a great motivator and stimulator for these activities as they come up throughout the school year.

From Becky Pierce, Shell Elementary School, Hawthorne, Fla. —

During the first weeks of school, when you are busy trying to learn something about your new students, give them a chance to learn about you. Arrange a simple autobiography using photographs of your life on a large piece of poster board. You will be surprised at how this device will serve as an ice-breaker (not to mention the laughs you can have together)!

From Patty Seamans, second-grade teacher, Nashua Elementary School, Nashua, Iowa —

I visit each of my students at home before the school year starts. While I'm there, I take an instant picture of the child with a favorite thing — a pet, a bicycle, etc. The children really enjoy watching their pictures develop! I then tell each child to find his classroom easily on the first day of school by looking for the door with the picture bulletin board next to it. The bulletin board says "Welcome to the Bunch!" Each child's picture and name adorn an individual grape, which fits together with all the other grapes to form a bunch. Taking the pictures is a real ice-breaker on the home visits and really helps take away the first-day jitters children sometimes have. The children are very proud to point out their pictures to their new classmates. It also helps the students learn each other's names quickly.

Editor's Note: A *Kodak* Instant Camera with *Kodak* Instant Color Film is ideal for easy, quick outdoor or flash picture-taking in many of the situations described here.

From Jean Considine, The Jemicy School, Owings Mills, Md. —

In September, teachers like to decorate their rooms with ideas that will spark some interest and make new children feel at home. I do a get-acquainted bulletin board using snapshots of the new students in my class. Accompanying the photos is a bit of information about each student, such as name, age, birth date, favorite food, hobbies, etc. This information is provided by a questionnaire sent home to the students in August. Children and teachers alike enjoy this bulletin board, and the pictures are useful during the rest of the school year. I use them when I want to spotlight a child on a birthday or when he or she has done something special — good work, etc.

From Helen Wagner, fourth-grade teacher, Middletown, Ohio —

Before school starts, I bind a large book together to have available on the first day of school. On that first day, I take a picture of each child. A picture is fastened on each page of the book. The child then writes a biography on his page. He tells about the things he likes and dislikes, his hobbies, the games he likes to play, etc. The children then enjoy reading one another's stories. During the school year, the children are permitted to add to their stories as long as space permits. (We also add photos of new children who enroll.) The children not only enjoy reading about their classmates; the previous year's edition is popular reading material, too.

From Adele K. Jacobson, Bridgeport, Conn. —

I used to teach in a school where many children had low self-esteem. Those of us in Teachers Corps at that time felt if we could increase the children's self-confidence, we might be able to advance academic productivity. One of the teachers took pictures the first day of school and posted them on the bulletin board. Then we started posting entire families who came to school dressed up to have their pictures taken. The bulletin board might read "Introducing the Rodriguez Family" or "Meet John Wilson's Family." It worked like magic. One teacher's camera proved to open a door for many a reluctant student, and the parental interest and cooperation were unbelievable. That teacher has retired, but I haven't. It does work!

From Olive L. Sammons, Wattsburg, Pa. —

When school started this fall, many of my first-graders were strangers to each other. Their parents had no way of knowing who their new friends were, either. With the help of the school aide, I took instant pictures of each child. These were placed in an album — one on a page. (Some are *very* crooked since the children put them in!) Then each child told something about himself or herself on a tape. I copied these stories on paper for children who had no cassette player at home. None of us is a stranger anymore, and there's a new feeling of belonging since all our pictures — mine included — are in *The Book*.

From Elealne Kleinberg, third-grade teacher, Kensington-Johnson School, Great Neck, N.Y. —

Early in the year (September, actually), I took a close-up picture of each student in the class. I put each print on a large bulletin board with a special amount of space designated for each student. It became that student's responsibility to prepare his/her bulletin-board space each week. Students could display artwork, a piece of creative writing, an especially good math paper or test, etc. The student showed the work he/she was proud of for that week. This proved to be an excellent motivation for the students to do good work and take pride in it. That bulletin board looked great all year!

From Peg Hutchins, Gardner, Mass. —

On the first day of class, I take a group photo of the whole class and get the names of the children in proper order so that a print of the picture and the list of names can go on the class bulletin board. The children love it, and it is a tremendous help to the teacher and children in learning the names of all those brand-new faces.

From W. K. Greene, fourth- and fifth-grade teacher, Buckhannon Upshur Intermediate School, Buckhannon, W. Va. —

Our school has 15 teachers and more than 300 students, making it impossible for all the teachers to know all the students. Many of our students have medical problems such as diabetes, a history of epilepsy, fainting spells, and severe allergies such as severe reaction to bee sting. This year, I took photographs of these students for the principal's office. Each picture is labeled with the student's name and medical problem. Now all the teachers are familiar with all the medical problems in the school. If something happens to one of these students in the hallway or on the playground, the teachers are much better prepared to take the necessary action. The pictures could be lifesavers some day.

From Toni J. Sulkowski, McMurray, Pa. —

At the onset of each school year, I have students get into pairs and use an instant camera to take pictures of each other. Then students write brief paragraphs telling their likes, summer happenings, hopes for the new school year, etc. We put these on display. This technique is a good ice-breaker and a great way to learn about each other.

From Patti Ernst, Primary Class teacher, The Harley School, Brighton, N.Y. —

We use a camera early in the year to take a picture of each child. When the pictures are developed, we mount them on individual pieces of tagboard. We then interview each child — an excellent way to get to know each one. Then, under the picture we write the name and age of the student, with information about pets, brothers and sisters, and things the child enjoys doing alone and with family and friends. These "personality profiles" are then mounted on the wall outside the door. Later in the year — or during the following year — these boards are removed from the wall and made into a class book, *Remembering Old Friends,* that is kept in the library for children to read.

From Harley Queen, Hiram College, Hiram, Ohio —

One way I've found photography to be effective in my classroom is to take an instant picture of each child on the first day of school. The child then centers his picture on his name tag, which also lists the name he wants to be called, the person he most admires, his four favorite foods, three places he'd like to go, and his favorite singing group. Then each kid puts on his name tag and has a great time reading other name tags and sharing his own. At the end of the day, the name tags are hung on a chart at the back of the room so that they can be an aid in learning names, etc. Then, at the end of the year, the kids make new name tags with new pictures, and we have a great time discussing how people — and their interests — can change over a period of time.

From Mrs. Velva Halsted, Pleasant Hill, Calif. —

To help students get to know each other, I encourage each child to take photos of his/her family, pets, home, bike, trips, etc, and bring these to show to the class. Each student can show 10 pictures at a time. He/she talks about each one and then passes it around the room. This is a great starter for getting to know classmates.

From Sandy Morgan, third-grade teacher, Liberty School, Muldrow, Okla. —

Each year, at the end of school, I ask the second-grade teacher to snap individual photos of her students. I cut these pictures into a common shape and come up with an idea for displaying their faces on my bulletin board. They love seeing their faces on the wall that first day of school, and those new students who enroll are usually quick to bring me their pictures to add to the group.

From Ronna D. Finer-Berman, kindergarten teacher, Plymouth, Mass. —

Our kindergarten, like so many pre-schools, is located in a building separate from our first grade. The children become a bit anxious about going to a new, bigger school in the fall. To help them with the transition (and to help the teachers, too), I take a picture of each child. The children print their names on the pictures, and we walk over to the big school where they give their new teachers their gifts — the photographs. In September, when they go to their new rooms, their pictures are there to welcome them and make the new room more familiar. The teachers also learn their new students' names faster!

THE CLASS ALBUM

From Kay Grimstead, Burlington, Wash. —

Each year, I take lots of pictures throughout the year. Near the end of school, I let the class do a project; they make a scrapbook to be kept in our room for the next year's students to read and enjoy. My collection of scrapbooks provides a favorite "quiet corner" activity; it's also enjoyed by parents who visit our room. The scrapbook project uses writing and organizational skills and requires group cooperation. Pasting pictures, cutting out decorative letters, etc, also are good manual-dexterity activities.

From Susan Steinmann, kindergarten and first-grade teacher, Brentwood Elementary, Los Angeles, Calif. —

I'm notorious for snapping pictures in my classroom of children involved in everyday activities, as well as special occasions (costumes we make, plays, art projects, special visitors, etc). We put the pictures into albums, and rather than wait until Open House, when parents come to school, we send the albums home with a different child every afternoon, on a lending-library basis. The children love it as they share their own and their friends' experiences with their working dads, who don't seem to be able to come into the classroom as often as moms do. By the end of the year, we're up to 3 1/2 large albums, with the children just as excited to bring them home the third time as the first!

From Mrs. James Sims, Wheeling Country Day School, Wheeling, W. Va. —

I have a super 8 movie camera and projector. I take movies during the year of my fifth-graders' activities. At the end of the year, I splice them together and we have a Parents' Night during which all enjoy popcorn and movies of our year. It is very popular. Later, when each class graduates, I invite the students to come see "old movies" from when they were in fifth grade. What a scream!

From Mrs. Pavlik, Johnstown, Pa. —

The fourth-, fifth-, and sixth-grade gifted classes at Southmont Elementary School are compiling classroom scrapbooks entitled "This Was the Week That...." Each week the children choose one event that they especially remember for that week. We then take a picture of the chosen memory, and our class librarian writes an accompanying article. When the book is completed, it will be placed in our school library for all to enjoy. It is our way of recording the present for the future.

From Janie Lansaw, intermediate and junior-high language-arts teacher, Aurora, Ind. —

When a yearbook or annual is not affordable, put the students to work on a scrapbook of their special events throughout the year. Students design the cover and write verses and descriptions to caption photographs taken by students or teacher. The scrapbook may be awarded to a student, presented to the principal or teacher, or simply kept on hand for future reference. (I keep all negatives for those students or parents who may want copies.)

I've also experimented with a "gallery of students." By displaying students' photographs throughout the classroom, I find the atmosphere of the classroom has a personal touch that can come in handy for writing assignments and discussions. Ideas, scenes, and people are represented in our "gallery."

From Brian D. Sherman, fifth-grade teacher, Geyser Road Elementary School, Saratoga Springs, N.Y. —

Throughout the school year, I make candid color slides of the children involved in classroom activities. This enables me to acclimate the children to being photographed, to motivate my students (they always get a chance to see the slides and also to take some slides themselves), and to build a photo library for the following use: When Open House arrives at our school, the slides are loaded into a *Kodak Carousel* Projector and are automatically shown (by use of timer or synchronized tape) to the students' parents as they visit our classroom. The parents are usually amazed at what their children are doing. At the end of the school year, the students receive their individual slides as parting gifts.

From Annie M. Artis, Bradley Creek School, Wilmington, N.C. —

Last year, I made a giant scrapbook, allowing each student at least two giant pages for reports and special projects. As each project came in, a picture was taken of the child holding the project and discussing it. In this same giant scrapbook, I placed pictures of all the characters in our class program; pictures of all our helpers, the principal, special teachers, resource persons, and everybody who visited our classroom for any occasion; and pictures taken at workshops, special places, and all class parties. A write-up accompanied each picture, and all pages were laminated to preserve them. You wouldn't believe the size of this book — about 29 by 24 inches — and the beautiful colors in it. I plan to use the same idea again this year because everyone enjoyed it. Teachers from several counties said they'd never seen anything like it.

From Mrs. Ben-Ari, P.S. 106, Far Rockaway, N.Y. —

Last year, my class had an assembly program scheduled for June. We decided to present the show as the culmination of our year's work. We took slides of an event appropriate for each month — parties, leaf-picking, etc — as well as trips and projects. It was an excellent program with many fond memories.

OPEN HOUSE

From Arnold I. Pakula, fifth-grade teacher, Highland Oaks Elementary School, North Miami Beach, Fla. —

Teaching in an open classroom means that I come in contact with more than 150 boys and girls each year, which can be a real problem when talking to parents at Open House. After a rather embarrassing incident in which I couldn't recall a child's face, fudged with some very general comments, and got caught, I decided to take positive action. During the first month or two of school, I photograph every single boy and girl in the fifth grade. I then print wallet-size pictures of each. When we have Open House, instead of being given name tags with their names on them (many parents have last names different from their children's due to an abundance of divorces), parents receive their child's photo pasted on a small tag with the child's name. Now, when a parent introduces him/herself, we know whom we're talking about. After the classroom visitations, when everyone has to file back into the cafetorium to meet all the teachers, the parents still wear their photo-tags and I glory in the comments.

From Linda J. Warner, Akron, Ohio —

Sometimes, Open House can be rather unstimulating or chaotic. Instead of making the evening all teacher-centered, we decided to make it child-centered. Prior to Open House, I took slides of all the children in various classes during an average day. Once the slides were developed, the children taped a short speech to coordinate with the slides they were featured in. When Open House night came, the parents had a slide show, got to see and hear their children, and began to understand, through visual and auditory aids, all about fifth-grade school life. And the teacher had a good time, too.

From Marjorie F. Mason, third-grade teacher, Eli Whitney School, Chicago, Ill. —

Each year as Open House time approaches, I photograph each child — a photo limited to the head of the child. The children are given their photos to use as a basis for drawing pictures of themselves. Since most of them have been doing "lollipop" figures for most of their short lives, they're fascinated to learn some simple principles of drawing a head: Heads are egg-shaped, eyes are halfway down from the top of the head to the chin, tops of ears are level with eyebrows, etc. The results are as varied as the children — some remarkably like the artist or reflecting an interesting characteristic. Most pictures are quite honest. I display photos and pictures together around the room. The students are quite interested in seeing and comparing their work; the parents are no less fascinated. The display has the additional value of bridging that awkward moment when parents and teacher meet for the first time.

From Joanne Himes, Schenk Elementary School, Madison, Wis. —

My first-graders and I were planning for a school Open House. They decided to use life-size figures of themselves sitting at their tables. After helping each other trace around themselves on large pieces of butcher paper, they then worked to color in the clothing and facial details. Many expressed dissatisfaction with the way their faces turned out. "It just doesn't look like me!" The next day, I brought my camera and took a picture of each child (head only). In my home darkroom, I enlarged each picture to 8 by 10 inches. After each head was cut out, the children and I attached the photo-heads to the life-size bodies they had drawn. Result: many happy faces! The children were pleased, and the parents were delighted.

From Sue Ann Loughead, Warminster, Pa. —

This year, instead of simply talking for 20 to 30 minutes about what I intended to teach, I incorporated color slides into my speech. I showed children from past classes as well as this year's class involved in various projects throughout the room. Topic slides — Trips, Welcome to Third Grade, Thanks for Coming — were made of Egg Alphabets put on colored paper and shot at close range. Resource people, social-studies units, trips to be taken, value games, and plays were just a few of the ideas for subjects presented in the slides. Parents were favorably impressed; one asked to borrow slides involving his daughter so that he could have prints made.

From Nancy Payne, Early Childhood teacher, Desloge, Mo. —

During the year, I take pictures of my students doing all the activities in the classroom. I make sure I have a picture of every student doing work such as reading, writing, math, art, science, helping in the classroom, or just communicating with friends. I use these pictures to make a bulletin-board collage so that parents can see their children at work in the classroom. I display this during Open House or parent-teacher conferences. The kids love it and so do the parents!

From Marilyn H. Meister, Park School, Delavan, Wis. —

Before Open House in the fall, I take individual pictures of the children outside doing whatever they wish to be doing for a picture. This includes posing against a tree, running rapidly to catch a ball, and hanging upside down on the monkey bars. I process the pictures, and each child selects the one which he likes best and which he feels best represents his interests. Then the chosen photos are arranged artfully on the bulletin board together with a paragraph or so telling what each student likes to do best and what his interests are. This has become the most popular exhibit of Open House night.

From Joyce Adelman, third-grade teacher, Strong Comstock School, Wilton, Conn. —

At recess time, I take many candid photos of my students at play. I use each student's picture on the cover of a booklet. My students write stories about themselves entitled "I am special because...." They are not aware of my secret project. I paste the stories inside the booklets. At Open House, the parents are greeted by a special gift of love, a true keepsake about their child.

From Yvonne Walker, second-grade teacher, Eastlawn Elementary, Pascagoula, Miss. —

Every November during American Education Week, our faculty likes to invite parents to school to see how their children spend their day. Most parents can spend only an hour with us. Until last year, this didn't appear to be enough time to give them the whole picture of the full day. The second-grade teachers eliminated this problem by filming their students during the course of a typical day — from morning milk to a parent-teacher conference after school. The kids wrote the narrative that accompanied their "home movie." The parents were thrilled. It was the most successful American Education Week program that we ever had.

From Rosemary Timmerman, first-grade teacher, St. Camillus School, Silver Spring, Md. —

At the beginning of the school year, I took a picture of each teacher in her classroom. I also took pictures of the principal, secretary, and nurse. The slides were shown at our first parent-teacher meeting. During each slide, the principal read a brief description of each teacher's qualifications and experience. It was a huge success. The parents loved seeing their child's teacher and learning a bit about the teacher's background. The teachers enjoyed getting individual recognition for their degrees, certificates, and many years of hard work. The principal liked it so much that she said we'll do it every year from now on.

From Mrs. Carol Wilson, third-grade teacher, Bray Elementary, Cedar Hill, Tex. —

Last year for our Open House, I used a slide-tape presentation, which the parents seemed to enjoy. I took slides of my third-graders acting out a cheerful song about friends. The song was put on tape. A child was taught to run the slide projector and cassette recorder. While I was talking to parents in one part of the room, the child was showing the slides in another. This presentation set the stage for a good parent-teacher relationship last year.

From Edward R. Bednarz, Principal, Franklin School, East Rutherford, N.J. —

For the past five years, our school has been using narrated slide presentations as a motivating device to raise the percentage of students represented at our annual Back-to-School Night. The 85- to 100-slide presentations are repeated continuously throughout the evening and take anywhere from 12 to 16 minutes in running time. They are used to alleviate the wait parents sometimes encounter prior to their individual conferences with their child's teacher. The result is that lines are shorter, and our parents are better informed about our total program and our philosophy as well. (Some slides are posed, while others are candid; title slides are made by using the *Kodak Ektagraphic* Visualmaker.) The final edition is shown to the entire student body either the day before or the day of the annual visitation. Since pains are taken to include every child in at least one of the slides, the children hurry home to tell their parents to be sure to look for them at a certain point. The percentage of children represented at Back-to-School Night has not been below 89 percent since this measure was started.

From Diane Curtis, second-grade teacher, John Baker Elementary, Albuquerque, N.M. —

At our Open House in the fall, we use slides taken the preceding year. We have a Parent Activity Time (P.A.T.) for our second-grade students about once a month. Parents take groups of students on activities such as ice skating, horseback riding, tram riding, making macramé, visiting a bakery, and seeing the atomic museum. (The list goes on and on!) The teachers take slides of the parents and children in the activity. We show the slides to parents to explain the program for the new year.

From Sister Betty Barry, kindergarten teacher, Most Precious Blood School, Philadelphia, Pa. —

As the end of the school year approaches, we start taking registrations and interviewing prospective students for the new year. What better way to acquaint future students with school activities, routine, and general happenings than with a slide presentation featuring this year's students? Such slides alleviate the new students' fears of the unfamiliar as well as introduce the usual and not-so-usual things in which we take pride as a school. Our slide presentation has been a great success!

From Mary Helen Ladner, Kennedy School, Schiller Park, Ill. —

In the course of the school year, many activities are photographed — classroom activities, lunchroom, gym class, playground, etc. We chose a tray of these slides and placed them in an automatic projector in the front lobby of the school on parent-teacher conference day; we let the slide show run continuously all day. As the parents arrived, they were delighted to see the casual show of school in action. What parent doesn't enjoy seeing his child on screen?

Editor's Note: *Kodak Carousel* and *Ektagraphic* Projectors are ideal for this and other slide presentations. The *Kodak Ektagraphic* AudioViewer/Projector would also be a splendid choice.

THE POWER OF POSITIVE PICTURING (OR, THE STUDENT OF THE WEEK, ETC)

From Yvonne Mennel, fifth-grade teacher, St. Agnes School, Concord, Calif. —

What parents could resist their child's grinning face, photographed on the opening day of school and ready for Back-to-School Night in September? Hardly any parent who saw the pictures displayed on all the children's desks went without making some positive comment. But I did ask proud parents to wait for the picture to come home with a beaming child — or else accept the negative as my gift to them.

Actually, the pictures are taken to serve two purposes in my fifth-grade classroom. In addition to the "Welcome to My desk" markers for Back-to-School Night, I have a "Personality of the Week" bulletin board featuring one child each week. The highlight of the personality board is the child's picture and lots of 3 x 5-inch cards written full of "warm fuzzies" by his or her peers. After a particular child has been featured for one week, he or she then bundles up all the "warm fuzzies" with the picture — and takes the special package home to love, share, and feel good about.

From Linda Turner, East Keansburg, N.J. —

I have been using photography in my classroom to increase self-concept. I use many photographs, both black-and-white and color, in various ways. One of the most successful is the student puzzle. I use either close-ups of the student's face or pictures of the entire body. I mount each print on cardboard and cut it into several pieces. The children are just delighted when they receive a puzzle in an envelope and, after putting it together, see themselves.

From Martha Anderson, first-grade teacher, Countryside Elementary School, Shawnee Mission, Kans. —

I use photos when I display student work, especially art and creative writing. I display the student's picture alongside his or her drawing or paragraph. Underneath each child's picture, I write his or her name (on tagboard or other similar material). The children not only see their paper on display but also see their photograph and name. They relate to this method very much. It makes for a most popular bulletin board.

From Patricia A. McMillan, Longwood, Fla. —

When a well-done art project has been singled out for display, the proud creator often feels somewhat disappointed because he can't take it home to Mom and Dad. An instant photo, snapped by the child himself, can be carried home and shared with the family as a preview of the real thing.

From Rick Klooster, London Parental Christian School, London, Ontario —

Some of my students need to work under a reward system if they are to accomplish their work. Since I refuse to give children candy and dislike giving them toys and other little things of passing interest, I keep a number of small machines in my classroom. Among these are a typewriter, a labelmaker, and an instant camera. When a child has earned enough points, he may type, make a label, or take a picture. As you can imagine, the instant camera is the most used of the items. I find that especially those boys who are hardest to motivate will work extremely hard for these rewards.

From Gary Knipe, third-grade teacher, Siuslaw Elementary School, Florence, Ore. —

I keep a 35 mm camera in my room most of the time. After the children are used to seeing the camera, I begin to photograph them without attracting much notice. I then attempt to portray candidly those children who are displaying any form of positive, constructive, or desirable behavior. The photos are displayed in the room as soon as possible. Any sort of behavior may be promoted through this type of activity. The motivation created is tremendous. This has been an excellent tool for me in promoting self-esteem and healthy social behavior within the classroom.

From Penny Warren, Victoria, Tex. —

I have used my camera in class as a way of picturing a child's emotions. I keep my camera hidden and often pop out with surprise shots. Some kids finally see for themselves how they appear to others in the classroom setting. One little boy, in particular, could not believe he looked so sad; he soon changed his disposition. I use these shots to illustrate reports and to spur discussions about feelings, reactions, emotions, etc. Another point of which these photos have made the kids more aware is that many times the students who are all smiles are the popular, well-liked kids.

From Beth W. Alder, Baltimore, Md. —

As a motivator for good behavior and completion of assignments, I have taken and printed pictures of students and displayed them in our room. The students earn points for behavior and class participation and may "buy" pictures when they've accumulated enough points. In addition, visitors to my room can see who's in my class and can enjoy examining the pictures to see if any of their friends also come to my speech class.

From Dottie Robinson, Aptos, Calif. —

The concept that it is good for any person to "see himself looking good" holds particularly true, I believe, with the "disadvantaged" student. Several years ago, I sent a group of reasonably hardened eighth-grade students into the city streets to photograph any evidence they could find of "law." Naturally, they and their friends were in many of the pictures. But more important, the kids were amazed and pleased to find that all things from manhole covers to traffic lights were positive forms of law — and that law meant more than the punitive actions of the "fuzz."

From Tom Fearno, Wood River High School, Wood River, Ill. —

Any school system that has more than one building generally has the problem of new and old faculty — plus the students — getting acquainted. Students have yearbooks, but the faculty usually gets slighted. This year, I decided to take a group shot of each department in the school — including the cafeteria staff, custodial staff, and administration — and display each, along with some informal individual shots, on the bulletin board in the main office (where everybody goes at least once a day). I call the display "Spotlight." I schedule the various departments well in advance. Even though I must take the pictures early in the day, before school starts, I have found the reaction nothing short of great. The display causes much comment, and those in the pictures are in the spotlight for a week or so. The faculty and staff are people, too. This extra consideration in treating them as something special is paying off twofold.

From Mrs. Heather Johnson, Chillicothe, Ohio —

In order to encourage perfect attendance at our school, we take pictures of all the children who have perfect attendance each grading period. The pictures are displayed for all to see in an attractive setting at the main entrance to the school.

From Hope Perry, Turners Station, Ky. —

While student teaching at Indian Trail Elementary School in Louisville, I found the perfect way to produce motivation and instant silence at once — with my camera! In our second-grade classroom, positive reinforcement was always encouraged. Thus, the good of the person was always acknowledged. Sometimes, during rest or quiet times or as a reward for good work, I would pull my camera out of the "goody" sack. Immediately, silence would fall on the room as each child tried to be the quietest. At the end of the designated time, I would pick those people — or the person — who I felt tried the hardest. Then, I would pose them or let them pose themselves. Some of the poses they came up with were priceless. And the rest of the class had just as much fun making them smile — or giggle!

From Marilyn G. Graves, kindergarten teacher, Herbert Hoover Elementary School, Rochester, Minn. —

Our photo activity helps build self-image and adds positive PR with families of my students. I take candid pictures of the children doing everyday class things — talking with a visiting police officer, concentrating on matching activities, or puzzling over a puzzle. I glue these pictures on construction-paper folders just big enough to hold four pictures, a couple of lines about each picture, and the first name of the student starring in each picture. The children dictate their own brief stories about what's happening in each picture, so language development is also a focus. These little folders are covered with clear contact paper so that they can go home with the "stars," in turn, overnight. Believe it or not, these little folders even get mailed to grandmas, aunties, etc, all over the U.S. before being returned to the classroom.

From S. Colleen Dauerbach, Saint Vincent de Paul Convent, Philadelphia, Pa. —

This year we took pictures of our seventh- and eighth-graders and had enlargements made. We displayed our pictures on the walls outside the classrooms. This really helped the children to have a better appreciation of themselves. The shots were taken in various spots throughout Germantown. The children didn't know their pictures would be put up in the school, and they were pleasantly surprised.

From Zena Sanders, first-grade teacher, Catonsville Elementary School, Baltimore, Md. —

I take black-and-white pictures of each child. The pictures can be blown up to 2 by 3 feet for a large room such as the school cafeteria. For our room, 11 by 14 inches is large enough. The pictures are dry-mounted or rubber-cemented to both sides of foam core (a lightweight 1/4-inch-thick material) and then suspended with thread from the ceiling. Everyone loves to see them.

Editor's Note: Rubber cement may stain prints made on non-resin-coated, regular-base papers.

From Mrs. Ruth Townsend, Wilton, Iowa —

Any way you look at it, pictures accentuate the positive. Here's a double-decker idea I've used to help children build a positive self-image: First, start with an "I AM" bulletin board. Each week, have one member of the class bring pictures from home. (These can include snapshots as well as portraits of the student and his or her family members.) Once the pictures have been put on display, have the child tell about them and answer questions about them. This gives every child his "moment in the sun." Then take a snapshot of the boy or girl in front of his or her "I AM" board. I always order two copies of the picture so that I can give the child one to take home. The other print goes in our class scrapbook. This all helps build a better self-image. One shy little girl really "blossomed out" as a result of this project. And, oh yes, parents get involved, too. They enjoy helping their child find pictures to bring, and they often stop in to take their own pictures of the child with his or her display.

From Rick Krause, second- and third-grade teacher, Jefferson School, Merrill, Wis. —

We are trying to be positive in our approach to behavior problems. We have started a "Hallway Heroes" section of wall to reward the neglected students. Each month, we select one student from each room who "gets caught" doing good things. The teacher decides who will be photographed. The snapshots are posted along with a list of the good things they've "got caught" doing. Each month now, we see a lot of happy students who would go unnoticed without a chance like this.

From George Korot, Principal, Richard S. Grossley Intermediate School No. 8, Jamaica, N.Y. —

Whenever a reading teacher reports that a pupil has read ten books on his/her own, the pupil is invited to my office to have a picture taken. The picture, when developed and printed, is posted in the reading room, and at the end of the year, is given to the child.

FROM A TO Z — A MISCELLANY

From Tom Morihiro, Los Angeles, Calif. —

Through the years, I have purchased many filmstrips on history and geography. Some of these I have been able to purchase at rock-bottom prices because the information happened to be dated or no longer factual. I have cut the filmstrips apart, frame by frame, and remounted them in half-frame cardboard slide mounts. I make pictures of my own with a camera that takes half-frame slides. Thus I have been able to eliminate and incorporate slides to fit the academic level of my students. An original filmstrip, e.g., "How We Elect Our President," then becomes more comprehensive, with slides showing recent Presidents signing bills, campaigning, participating in conventions, etc.

From Carole Grabenstein, Annapolis, Md. —

Movies can be used in showing the production of any project in sequence. For example, I took several sequences of my class making marionettes. When the marionette show was performed for parents and other classes, I followed it by showing the movie about making the marionettes. The audience was much more appreciative. This year, I plan to show my new class the movie as part of my introduction on how to make puppets. It should be my best teaching tool.

From Madeline Canfield, Garson Junior High, Tucson, Ariz. —

Several years ago, as a student teacher in art, I decided to take slides of the projects I did with my class. I felt it was the best way to help my busy university supervisor see everything I was doing in the classroom. By putting the slides in slide sheets, I was able to insert them easily in my notebook right behind my objectives and lesson plans for each project. After teaching for four years, I continue to add to this lesson-plan book. It's a convenient way to save samples of student work that would otherwise occupy several drawers or boxes. This system allows me access to several years' worth of pictures to introduce a new class to a project, even if it's not identical to the one on file. We can go through the evaluation checkout with the projects they see in the slides. Thus the students see not only how to start but also how to evaluate and improve their project as they are creating it. I feel that this procedure helps students over the "I don't know what to do" stage, keeps them from copying the one or two naturally creative kids in the class, and because there are no surprises on how they will be evaluated, eliminates the usual complaints about their grades.

From Sister Mary Helen, St. Ursula Academy, Toledo, Ohio —

Our all-girls high school in the city of Toledo has stiff competition from several other private high schools in the area. One of the most effective ways we've discovered to promote enrollment and make recruitment a joy for student recruiters involves a slide presentation of student life at the academy. The beautiful setting, the academic atmosphere, the funny happenings, the student spirit — all are evident in the brilliant color slides. The show, a definite crowd-pleaser, has done much to augment our enrollment the last several years.

From Mrs. Marlene Mallino, second-grade teacher, Memorial School, Oakmont, Pa. —

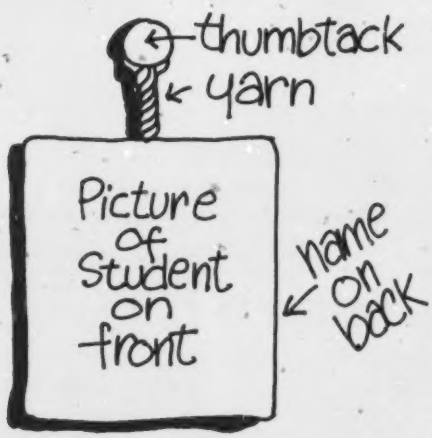
Here are two of several ways I put a camera to good use in my classroom: (1) At Halloween, I usually dress as a clown. I have a picture taken and then I give each child a copy for Christmas. The children are delighted to have a unique picture of their classroom teacher. In years to come, I'm sure this picture will bring back many happy memories. (2) After the children leave my class, some continue to write me letters many years later. I reply to all these children and add a special touch by including a picture of that child in the letter. The children are always surprised. The pictures help remind them of the classroom activities as well as the fun times they experienced in my room.

From Ruth Ellen Cialfi, Park Street School, Kennebunk, Me. —

One special way photography has helped me in my years of teaching is through the pictures I keep of my bulletin boards. Not only are they good memories of each school year, but they also help me catalog the creativity of my subject matter. Because I've kept a picture of each bulletin board, I have recently had the opportunity to hold a bulletin-board workshop for teachers in other school districts.

From Mrs. Pamela Pardue, second-grade teacher, Eastlawn Elementary School, Burlington, N.C. —

When attending a workshop or a gathering of educators who are sharing ideas, take along your instant camera to take pictures of displays, games, or other educational ideas. Note on each picture exactly what the picture depicts. Picture-taking at workshops gives graphic, precise ideas to be carried home. This process also frees the educator's hands from note-taking and frees the mind to listen to further ideas.



From Greg Wagoner, Whiteland Elementary School, Whiteland, Ind. —

Here's a practical bulletin board and one my third-graders enjoy using. At the beginning of the day, all the pictures are turned over so that the names on the back show. As students arrive, they turn over their own pictures so that the picture side shows. When the final bell rings, I need only to look at the board to see who is present or absent. The students go on with their work, uninterrupted. At the end of the year, I give each child his/her picture.

From Anne M. Martyn, learning-center teacher, Isaac Varian School, Bronx, N.Y. —

A bulletin board of photographs of classroom helpers can serve many objectives. Monthly pictures of children performing their tasks can be snapped. These pictures can depict jobs such as watering plants and giving out paper, crayons, and the like. Appropriate themes for the month (December, bells; January, snowflakes; February, hearts; March, shamrocks) may serve as backing for the pictures. The pictures may be used to stimulate conversation and self-awareness. Substitute or cluster teachers may refer to them. In addition, there is no confusion about the performance of class jobs or responsibilities. The board is also an attractive decoration for the classroom.

From Debbie Colonna, Calvary Christian School, Ontario, Calif. —

I've taught second grade for four years. Each year for Christmas or Mother's Day, we make a very special gift. About a month before the gift is to be given, I take each child's picture outside in a flowery green spot. While we wait for the prints to be returned, each child sands all four edges of a 5 x 5 x 1-inch block of wood. The prints are then mounted on the wood; the child writes a message and the year around the picture. The picture blocks are then sprayed with clear lacquer, and a hook is screwed into the top of each block. The result is a very nice gift which doesn't cost the children much money.

From Mrs. Joan Williams, Phoenix, Ariz. —

To acquaint the children in my classroom with the Phoenix Zoo, I invited a boy and girl to go to the zoo with my husband and me. We took many slides of the children and the various animals. We picked out the best of the slides and put them in a slide tray. My musician husband added a musical background tape and I added commentary about each of the animals. I have used the tape-slide show with my class and other classes to introduce an upcoming field trip, to recap the trip, and to motivate further study of the animals we had pictured.

From Barbara Miller, Tipp City, Ohio —

When I take my class on a field trip, I take slides of the students. Then, when we have bad weather and the students can't go outside for recess, I show them slides of our trips. I show the slides several times during the year; the students never get tired of seeing themselves. When the next year rolls around and my new class is getting ready for a trip, I use the previous year's slides to introduce and build excitement for the excursion. The students also like to see their friends and brothers and sisters in pictures from past years.

From Kim A. Corbin, Marquette County Head Start Program, Montello, Wis. —

I am presently photographing classrooms from a child's perspective. I am taking the pictures while on my knees and then studying them to determine if the classroom is designed for children or adults. It's surprising how different things look from down there!

From Mrs. Marjorie Fichter, Cape Girardeau, Mo. —

During student teaching, I took pictures of the bulletin boards and learning centers I developed. Now that I am teaching, I am able to go through my ready file of pictures and reuse the ideas or use old ideas to develop new ones. I have found this approach useful to save time in developing new ideas. Another application I have found for this technique is to use the picture file when applying for a job. It is much easier to recall your ideas for an interview after looking at the pictures. (A picture file will also enhance your portfolio.)

From Katherine Pell, New Philadelphia, Ohio —

Sometimes a museum visit must be cancelled or a teacher feels only a portion of the displays is appropriate for a particular class. As a second-grade teacher, I made a series of slides showing the displays at a nearby fort and museum and included a taped description. Now, when we can't get a bus, we go anyway — via pictures!

From Mary Anne Rice, Mancos Elementary, Mancos, Colo. —

Any field trip can be turned into a personal learning experience with a camera. On a trip to the state fair, we photographed each student at an exhibit or display that he enjoyed viewing. Back at school, the student wrote about the display he liked and researched this topic for more information. These personal reports were shared by all.

From Mathilda B. Butera, Western Hills School, Coraopolis, Pa. —

On the first day of school, I take a picture of each student sitting at a desk in front of a bulletin board that says "Look Who's Back in School." While waiting for the prints to be made, each student draws himself and places the drawing in a paper-cutout schoolhouse with our room number on it. When the pictures are developed, the students place their pictures in the schoolhouse. In October, we trim the September picture and put the child's face where the witch's face should be in another cutout. The kids love this bulletin board with the caption "Which witch are you?"

From C. Hoffman, Northwood Elementary, Warren, Mich. —

Although I use a camera in several different ways in my classroom, perhaps the most handy and useful way is simply taking instant pictures of bulletin boards that have been constructed by kids in my fourth-grade elementary classroom. Throughout the year, the children do various bulletin boards with various themes. They work alone or in groups of two or three. At the end of the year, by referring to the instant pictures, we're able to look back and see how the bulletin-board ideas developed and improved over the year. We vote and reward those children whose ideas were impressive and lasting. (I've tried taking 35 mm pictures, but the hassle of developing and printing vs the instant-picture process, which allows kids to see their ideas recorded and preserved before their eyes, cannot be compared.)

From Jean Stange, Yutan, Nebr. —

Each year I take an instant picture of each pupil. Then I have it for many uses during the school year. I often use the picture instead of the pupil's name. For example, the same picture used for "Top Frog of the Week" (the person who gets to do all the help-teacher jobs for one week) may be posted at another time on a "Reading" bulletin board. (For this the students make small "books" to represent the books they've read and post them under their pictures.) At Christmastime, the bulletin board becomes a giant Christmas card with "Season's Greetings," decorations, and each child's picture and signature. The pictures are also used for winners of different projects — math races, for example. And at the end of the year, each child has his fifth-grade picture to take home.

From Martha Johnson, fifth-grade teacher, Miamitown Grade School, Miamitown, Ohio —

I have found an instant camera to be of tremendous value in our yearly school carnival. This is the only moneymaking activity our P.T.A. sponsors. Each class must have a booth, and there is much competition as to originality, participation, and, of course, profit. Using an instant camera, we take photos of youngsters and sell them for one dollar. We make backdrops and have funny hats, old clothes, and other dress-up items for make-believe. In years when our carnival has a theme, the backdrops and other props fit the theme. We make folders to hold the photos, with the carnival theme and date on them. Our booth is one of the most popular.

From Marcia Abelson, Bryant School, Lake Oswego, Ore. —

As a classroom teacher, I often change the children's seats, but I do not take the time to make a new seating chart each time. Here's an idea that makes seating charts more useful to both teacher and substitute: Use an instant camera to photograph each child individually. Print the child's name right on the photo and slip the photo into a seating chart, which can be rearranged at will. I think this type of seating chart would make it much easier for a substitute to come in, take over my class, take attendance, and associate the names with the children.

From Mrs. Mary Cobb, Keene, N.H. —

During the year, as our class finishes various projects such as a spring mural, I photograph the results. At the end of the year, I have a "Thanks for the Memory" bulletin board. This is a popular gathering spot not only for my class but also for other teachers and older students. (Sometimes I put up photos of projects that were done several years earlier.) "Hey, look at me!"... "Did I do that?"... "That kid lives in Swanzey now!" are typical comments. They like my bulletin board.

From Arnold I. Pakula, Highland Oaks Elementary School, North Miami Beach, Fla. —

Working as a fifth-grade teacher and as a part-time professional photographer, I've been able to work photography into my curriculum in several different ways. But the newest thing is a color postcard of the school, which we are going to sell, in lieu of candy, to raise money for the school. Since many of the students' parents are dentists, they have been fighting us on the candy issue for a long time. This year, a teacher hit on the idea of making the photo postcard. Using 2 1/4-inch color transparency film, I spent a Saturday photographing two students against the background of the school. This week we will have 5,000 cards to sell — with a possible profit of $1,000 for the school!

From Diane Bonica, kindergarten teacher, Granger, Utah —

Each year I take a small picture of each child in my class and attach all the pictures to a single sheet of paper. I then make a copy of this sheet in the school copier, and then run off a supply of classroom "pictures." I use these "pictures" to decorate written or art work. I also use them in taking math surveys. The child pastes his picture in the column of his preference.

From Teresa L. Cantion, Joplin Elementary School, Boise, Idaho —

Here are three ideas I've used: (1) To make a hallway directory to the school, post a snapshot of each teacher along with his/her name, grade, and room number. This introduces the teachers to students and visitors to the school. (2) To help students associate occupations and the helpers in their school, make a bulletin board on which students have to match pictures of various school personnel with pictures of their hands at work. (3) Make a picture of each student. On his/her birthday, put the picture in a place of prominence along with other vital data — favorite sports, hobbies, foods, pets, etc. Special recognition is important, but a picture to accompany it is an added boost to self-esteem.

From Gail Edelman, Macungie Elementary School, Macungie, Pa. —

Birthdays! Birthdays! What to do with these birthday children? Give them a crown to wear, a special chair to sit in? No! I wanted something really special! I came up with this idea: (1) Set aside a special time during the day to celebrate the birthday. (2) Take the child's picture with an instant camera and allow him to watch the picture develop. Then let him pass it around the class. (A child usually beams at about this time.) (3) Take a large experience-story paper and print the child's name at the top. Then have the entire class ask the birthday child things they'd like to know about him — "How many members in your family?" "What do you like to eat?" "Do you have any pets?" Write the answers on the paper. (4) Finally, paste the child's picture on the paper and hang the result in the classroom for all to read.

P.S. In addition to encouraging my classes to read in a fun way, this approach also makes a great display for Open House!

From Candy Carlile, Jensen Elementary School, Pasadena, Calif. —

Every student loves special attention, and displaying a birthday train at the beginning of the year certainly insures individual recognition as the year progresses. To construct such a display, begin with an enlarged version of your favorite train design. Be sure to make one car for each month of the year. Take pictures of your students and "seat" them in the appropriate car. To add suspense, you might display only the summer-month cars at first and add each new car as the year unfolds. This gives the class something to look forward to, and certainly makes the months brighter. Oh, and don't forget a photo of the engineer — the teacher, of course.

From Diane Jendrysik, Our Lady of Perpetual Help School, Holyoke, Mass. —

As a kindergarten teacher, I use photography in many different ways in my classroom. Children love it! One of my most enjoyable photo projects involves birthdays. First I made a cardboard birthday cake. (Actually, I drew a large cake on poster board, painted it, and cut it out, making sure there were six "candles" on top.) Next I wrote "Happy Birthday" with black marker on the "cake." On each child's birthday I take a photo of the child holding up the poster-board cake and wearing the birthday crown. The picture is my present to him. It's so much more meaningful to a child than any trinket I could buy, and I've received many warmhearted thank-yous from parents for a unique keepsake of their child's first birthday in school.

From Nancy Gillespie, Cincinnati, Ohio —

Photos have become such a large part of my teaching technique, I can't imagine doing without a camera. Here are just two of many ideas that work: (1) I made flash cards by the hundreds for my students to take home to study their phonics rules and vowel sounds. They kept losing the flash cards. Then I got smart. I took a picture of the wall posters I had hanging in my room and gave each student a copy to take home and study. It was easy and quick. I also found out that students take better care of one picture than a stack of flash cards. (It would be even better if you could have the student stand by the posters and include him in the picture, too!) (2) I make "Happy-O-Grams" out of brightly colored paper. They say "Happy-O-Gram" at the top and they feature a picture of a child and a sentence such as "Here is a picture of your son, Joe, reading his 100th book!" The Happy-O-Gram is signed and dated by me. It's given for improving behavior, reading books, learning math facts, winning contests, completing contracts, and many other things.

From Stephen Elrod, third-grade teacher, Statesboro, Ga. —

I teach third grade in a small rural elementary school in Georgia. Near the end of the year, I have an aide take pictures of each child with me. On the last day of school, I give each child the picture of us along with a card reflecting the past school year. This is a very special treat to the students and many smiles go home on this day.

THE CURRICULUM CAMERA FROM PRE-SCHOOL THROUGH HIGH SCHOOL PLUS SPECIAL CLASSES AND STUDENTS

PRE-SCHOOL

From Georgia Lamirand, Headstart School, Shawnee, Okla. —

We have taken close-up shots of our children doing things in the classroom and on the playground — only one child in each photo, Kelli on the tricycle, for example. Then we carefully cut out the action-shape and trace the shape on a piece of heavy cardboard or plywood. The backing material is cut and the picture pasted to it. When finished, it's a very durable photo block or figurine, which can be used during large group activities to help children learn each other's names or tell stories. The photo blocks really make the children feel self-confident. It's exciting to see yourself in action!

From Johanna Biiski, Reading, Pa. —

While student teaching in several kindergartens and working in pre-schools, I found it to be quite a hassle directing non-reading students to their "cubbies" (personal spaces), so that they could "park" a worksheet, craft object, or personal possession. I intend to start my own pre-school in the near future and intend to use photography extensively. One of the most important uses will be helping children achieve independence from adults and become self-directed. In order to accomplish this, I intend to put not only the child's name on his/her cubby but also the child's picture beside the name. Then the child will be able to find the space and care for his/her possessions without the help of others. This will leave the teacher aides with more time for enrichment activities because they'll be spending less time dealing with the mechanics of organizing children.

From teacher, Allston-Brighton Headstart, Watertown, Mass. —

On the first day of school I took a picture of each child and his/her parent. I then thumbtacked the picture to the child's own cubby. (Using the picture of child *and* parent gives the child a sense of security — especially during the first few days of school when the child is learning to adjust to the new environment, the new teacher, and separation from Mom/Dad.) If a child cried, I would go to the cubby and talk about his/her mother or father. I learned much from these experiences when the children talked openly about their feelings and their parents.

From Filomena Fonte, early-childhood teacher, Public School 17, Brooklyn, N.Y. —

My pre-kindergarteners are at the pre-reading stage. Every morning, we sit on cushions around a pocket chart and set up "Our Day in Pictures." We have pictures of the children listening to a story, participating in "Show and Tell," etc. As we talk about what we are going to do, one child puts the picture of each activity in the pocket chart in the proper sequence. In this way, when we finish one activity, a child can look at our pocket chart and know what activity is next. At the end of the session, the children review what has been done in the order in which it was done, and thus develop a concept of time sequence — an important skill in mathematics.

From Ms. Terri Hartsing, senior, early-childhood education, Trenton State College, N.J. —

Young children have difficulty understanding time and the calendar. The teacher of young classes can help by making a picture calendar to aid them in relating one day to another. Take a picture each school day of one of the events that all the children participate in. Mount it on the proper day on a large desk calendar. Children will be able to refer to "the day we made cookies" and "the day before we saw the movie about the zoo" — and will realize that a weekend came between them.

From Jan Vickers, director, Laguna United Methodist School for Young Children, South Laguna, Calif. —

As director of a pre-school/child-care center, I have used photography in several ways that I feel improve the quality of our school: (1) When we have special parties or field trips, parents enjoy being able to share these activities with their children through the pictures we take. Parents who work all day don't have to miss out on "seeing" their child visit Santa, bob for apples, select a pumpkin at the pumpkin patch, etc. If the parents desire, we get them copies for their home photo albums. (2) On my desk, I keep a photo album of pictures from the already-mentioned parties and field trips and pictures of our everyday activities. I find that this is very good for public relations when visitors come to the school. I also take the album to church board meetings to let the members see what takes place in our program. (3) When our local branch of the Orange County Public Library devotes a month-long display in the children's section to the area's pre-schools, I use many photographs to show what our school is really like. I find it much easier to relate to visual images than just words. "One picture..." really holds true.

From Eva Louise Ray, Kinder-Venture, Ozark, Ala. —

Young children often learn phonetics through the active learning methods more easily than through passive learning methods provided by books and magazines. And with the help of a camera, learning phonetics through the active methods can be fun. To accomplish the learning of phonetics, community resource persons come into the classroom to show the students interesting projects or skills — playing the violin, for example. A picture of the event is posted on the bulletin board along with the upper and lower case letter which the event represents. Students identify the letter (and its correct sound) by remembering the event.

From Mary Lou Kinney, St. Michael's Pre-School, Boise, Idaho —

My pre-school four-year-olds love to play-act. So last spring, after my class read and discussed the story "Caps for Sale," by Esphr Slobokina, we decided to dramatize it. The idea of being little monkeys in a "tree" (climbing equipment in our play yard) captured the imagination of each of the children. I was the traveling merchant, wearing all the caps on my head. The whole story was recorded on super 8 movie film by a teacher-helper — with plenty of close-ups of each child's expressions. The parents and children could hardly wait for the movie to be shown at the Open House and Fair at the end of the year. In fact, the enthusiasm was so strong that we had to show the movie twice! I plan to make at least one simple story-movie again this year.

From Mrs. Marva G. Beasnt, Malcolm X Day Care Center, Corona, N.Y. —

I work with three-year-olds. When we go on trips, the little ones often forget what they've seen or find it difficult to relate experiences to other people. This is quite frustrating to them. Pictures help them remember and they can refer to the pictures when describing various things to others. The pictures are also an invaluable aid in vocabulary-building because the children are able to "see what they hear." An example of this occurred on a recent trip to the Bronx Zoo. The children saw the various animals that particularly interest young children: camels, elephants, tigers, deer, etc. The pictures helped the children identify the animals and see what makes each of them unique: the elephant's trunk, the giraffe's long neck, etc.

From Aloma Faye Ratliff, Hellier Head Start, Elkhorn City, Ky. —

There is no zoo near our community, so I visited one during the summer on vacation. I took pictures of each animal and put them in a magnetic-type photo album with a label on the front that says "Our Zoo." Now my children can see "real animals" at any time they wish, and the trip I tell them about makes it mean that much more to them. Actually, we have made many books in Head Start, most of them using photos of the children. For our nursery-rhyme book, for instance, I took a photo of each child acting out a particular nursery rhyme. Props were made of construction paper and other things from the classroom. Pictures were pasted opposite the printed nursery rhyme. Children can really "read" this book as they have the rhymes memorized.

Another of our books is called "School — With the Hellier Head Start." There is a little pocket on the front that holds a group picture I took early in the year. It is attached to the book with a long piece of string. The pages in the book show places throughout the school, such as lunchroom, playground, classroom, art room — all the places the child will be during the school day. The little group photo (which is protected with clear contact paper) can be taken out of the pocket on the front and inserted in the activity pockets throughout the book. Children love to pretend with this book. It is out for them to look at and play with any time they wish.

From Mrs. Lois M. Potts, director, Harris Hill Community Nursery School, Williamsville, N.Y. —

Two ideas I have used for gift-giving with my three- and four-year-olds involve picture-taking. (1) Last Christmas, I borrowed an instant camera, bought film and flash, and took a picture of each child in front of our classroom tree. (The advantage of instant photography was that I knew almost immediately if the picture was a good pose of the child.) Then I cut each picture in the shape of a small house or hut. Previously, I had burned a box or two of wooden matches. I let each child "build" a three-match wall, Lincoln-log-style, around the edge of his picture. I guided the children and put a spot of glue in strategic spots. We added a piece of yarn as a hanger. It made a lasting 3-D picture decoration for their parents' Christmas trees. (2) A perfect Mother's Day gift for mother or grandmother is a photo pin. First, take individual pictures of each child. Then go to an optometrist or any place that gives away old eyeglass lenses. (The lenses come in many shapes, and the ones that magnify are best.) Cut the picture so that it fits the lens and glue them together with white glue that is clear when dried. Trim the edges. Use craft cement to glue on a pin-back, available at any craft store. Voila! A beautiful pin to wear.

Editor's Note: Some instant pictures contain a material which is caustic for a time after development and can cause alkali burn to skin or staining of fabrics. Observe CAUTION notes for the instant-picture products you use before cutting prints.

From Janice Eversole and Mary Jacobson, co-directors, Happy Days Pre-School, Sioux Falls, S.D. —

Develop communication skills, improve public relations, and sell your program all in one project. We take pictures of the students engaging in various activities of the classroom and program. The pictures are organized in a "traveling scrapbook" with only the briefest captions. Each student is included in several pictures so that it becomes his book as much as possible. The children can, on a rotation basis, take the scrapbook home to share with parents and relatives. The pre-schoolers are proud and happy to share, and parents are informed of our activities.

From David Weiner, Nursery Foundation, St. Louis, Mo. —

Here are several ideas I have used successfully with pre-school-age children. (1) One activity involves having the children use their bodies to form numbers, letters, and shapes. This activity can involve a single child or a group of children. They can participate in discussing how to go about the formation of each letter. Pictures of these formations can be displayed around the room with the letters, shapes, or numbers they represent printed below them. Thus the children use their bodies as well as their minds to increase others' and their own comprehension. (2) A sequencing activity takes on new meaning when a child sees himself and classmates portrayed as an integral part of the learning activity. The children place photos of brushing teeth, for example, in the appropriate order. (3) Children can express varied emotions for the camera, and even be photographed by other children. The pictures can then be joined together in a mobile. The mobile, moving in the breeze, provides visual clarification of changing moods — moods that are all part of the growing child.

From Mrs. I. L. Wright, Coordinator, Turnpike Christian Preschool, Grand Prairie, Tex. —

Because our preschool has had tremendous growth, we are concerned about communication between parents and school. We decided to post current school events, schedules, etc, on a large bulletin board. It was attractive and changed often, but parents did not really take notice as we desired until we began putting up snapshots of various classes and our children engaged in activities they were enjoying. Who can resist pictures? They have helped draw attention to the entire display and illustrate many of the things we do with the children. Two good side benefits have been that our students enjoy seeing themselves, and our church members are becoming more aware of our program as they pass by our bulletin board.

KINDERGARTEN

From Carol L. Zeleski, McKinley Elementary School, Racine, Wis. —

One of our first class activities is to tour the school. As we tour, I allow different children to take pictures of the principal, secretary, cafeteria workers, and various special instructors (art, music, physical education) with whom they will deal during the year. When we return to the classroom, we write a story about each person and his job (always including the name of the child who took the picture). These photos and descriptions are then placed on a bulletin board to talk about and look at. I also use photography in conjunction with a Language Master machine. (The machine accepts a card with a recording tape, which when slid through the machine plays back what's been recorded on the tape.) I take a picture of each child and tape it to a Language Master card with his name on it. Later, I erase the name tape and record the child's address, phone number, and birthday, each in turn. Each child can then practice these important things on his own. It's a fun, magical way to handle what is usually a very time-consuming task for a teacher who can work with only one child at a time.

From Becky Payne, White Plains Elementary School, White Plains, N.C. —

To avoid overloading activity centers, try this. Have individual snapshots of each child laminated, and punch a hole in the top of each print so that it can be hung on a pegboard. Then place all the pictures on the board in the morning. At center time, let the children hang their own pictures on smaller pegboards at each center. The individual-center pegboards should have only as many pegs as the number of children the center will hold. When there are no more pegs for pictures, the children will soon find out that the center is full.

From Pat Timberlake, Morristown, Tenn. —

On the first day of school, I name-tag the kids first. Since mothers are with their children, I take a picture of mother and child together. This helps me associate the name with the child and the mother. The pictures are kept in our class album until Mother's Day, when each child takes home a Mother's Day card incorporating his picture. (Latecomers to our class also have their pictures taken on their first day.)

From Mrs. Patricia Anthony, St. Rose School, Girard, Ohio —

Photography makes the skill areas of sequencing and storytelling come alive for the children in my all-day kindergarten. We start by taking simple two- or three-picture sequences of the children involved in daily activities. From there, we progress to special activities like "Circus Time." Each year when we go to the circus, clowns entertain us and show different feelings by use of makeup. Then we take pictures of the children, in sequence, as they use makeup and greasepaint to make their faces into clownish expressions. They use the photographs later to remember the fun and develop sequence skills. At Thanksgiving, we make Indian jewelry. I take pictures of the materials we use to make the jewelry, the children stringing the macaroni, and, finally, the children wearing the jewelry. Later on in the year, we act out simple stories such as "The Three Bears," "The Gingerbread Man," and "The Three Billy Goats Gruff." The children dress up in simple costumes, and we photograph each story in five to eight shots. The children use the photos to retell the story to each other individually or as a group. It's a great way to develop oral language skills.

From Jean Beam, Clemmons Elementary School, Clemmons, N.C. —

For all the thirteen years that I've been teaching kindergarten, I have used my camera to photograph each child at the beginning and end of each year. Each child's weight and height is added to his picture. These record shots (along with highlights of the school year) make a treasured booklet. The children enjoy the comparison; they can see growth. The September pictures are also used in our classroom during the year to help each child learn his own name and those of his classmates. Pictures offer the added benefit of helping the young children understand the concept of dimension — their bodies have sides and a back, but the pictures do not.

From Mrs. Dolores Allen, John Russell School, Marine Corps Base, Quantico, Va. —

For our first Parents' Open House, I take a group picture of the entire class. Then I tape each child's voice saying "Hello, Mom and Dad." Parents have to guess their child's voice and find their child in the picture. (Each child makes a funny or silly face in the picture.) I also take pictures of parents during individual conference times. Pupils have to pick out their parents. These pictures are especially good for discussion. We also use them to make Father's Day and Mother's Day cards.

From Mrs. Jayne Barruch, The Town School, New York, N.Y. —

I use photography as an aid in teaching my kindergarteners in almost every curriculum area I cover. In particular, photographs are of great importance to our class on field trips. I divide the children into groups of four, each group having a tape cassette recorder and an instant-loading camera. While one child takes a picture of an important subject, the other three tell about the picture that was just snapped. (Of course, an adult is there to help ask probing questions!) I develop the film — with the help of three children — in our school darkroom. After the photos are developed, printed, and dried, we mount them on construction paper and look at them while listening to the tapes. Then I transcribe the tapes onto paper so that the children can read their comments. After a week, the mounted pictures are taken down from the bulletin board and made into a book, which is kept in our language-arts center. The children can relive their field-trip experiences at any time by looking at the photos and listening to themselves on tape (or reading their words if they're readers).

I also use photography to instruct children in a step-by-step fashion to do a particular task. I take pictures of my aide showing children how to cook a particular food or prepare themselves a snack. I hang the pictures in our cooking area. The children can then prepare simple foods without the aid of a teacher. (There are only three or four readers in our class, so pictures are indeed worth more than a thousand words.)

From Mrs. Gregory K. Cotter, Hudson, Mich. —

Periodically through the year, I take pictures of routine day-to-day activities (snack time, math time, recess, painting, etc). I also take pictures of special activities (party days, field trips, etc). At the end of the year, I tape all the pictures on a long roll of paper and feed it through an opaque projector for my own version of a slide show of our year in kindergarten. The children enjoy a fine learning experience narrating the presentation — with much practice and teacher aid. Their taped narration accompanies our "Welcome to Kindergarten" presentation when it is shown at graduation. The pictures on the screen are just as clear as the originals. The only difference is they're bigger! (P.S. Be sure to have a picture of every child in the class, because usually *every* parent comes to the presentation. Grandparents, too!)

From Teri L. Salmons, W. W. White Elementary, San Antonio, Tex. —

In order to help my kindergarten children learn to focus on themselves, their capabilities, and their creative values in society, we produced our own "Up, Up with Children" slide and music program. The skeptics said my five-year-olds would not be able to take good pictures. But by practicing, first with an empty cardboard tube, then with an empty *Kodak Instamatic®* X-15 Camera, and finally with a loaded camera, my photographers took what I believe to be Academy-Award-winning slides.

A script was written before filming began; it called for a combination of semi-posed and candid slides. A total of 140 color slides were taken and processed; almost all of them were employed in the production. The music was taped and synchronized. The project encouraged the development of sequencing and matching skills (coordinating pictures and script), visual discrimination (editing slides that were blurry or too dark), and motor skills (handling and loading the camera). It also promoted dramatic play, and most important, the filming fostered the acquisition and development of language.

The program cost three weeks of concerted effort and $46 worth of film and processing (recouped by charging a small admission fee to the program). It was so successful that our slide program has been used as an orientation device for new kindergarten teachers, aides, and parents of new students.

From Nancy Chase, Alexandria School, Los Angeles, Calif. —

Social studies, reading, math, and other subjects can be worked into a bulletin board we call "Our Many Faces from Many Places." A picture of each child is placed on or by a map next to the birthplace of the child. The children feel a great sense of identity in seeing their pictures on this board. They learn about their friends and the many places they come from. They can count the number of children from each city, state, and country. It's great for multi-cultural education.

From Mrs. Pat White, Center Street School, Fairfield, Ill. —

Learning to tie shoes is an important part of our kindergarten program. An added incentive is provided by our "Shoe-Shoe Train." When a child learns to tie shoes, his picture is placed on a shoe-shaped train car, which is then added to the "Shoe-Shoe Train" displayed on the wall. The train cars are made of construction paper with yarn laces. Pictures of teacher and aide appear on the engine and caboose.

From Lila Scheer, Ocean Park, Wash. —

When I taught a "Children Around the World" unit in my kindergarten class, I took a picture of each student with black-and-white film to paste into the make-believe passport I had made for each one. Before our imaginary flight to each different country, the passport was stamped. The class participated in an art project or ate special food representative of each country, and also learned songs and games of that country. When the unit was finished, each child took his passport home as a remembrance.

From Sister Mary Perasa, St. Agnes School, Brooklyn, N.Y. —

Instead of pressuring shy children to perform for a kindergarten graduation, I compiled slides of the children's activities during the year. I then showed the slides, a few at a time, to the children and taped their reactions. I also used the *Kodak Ektagraphic* Visualmaker to make slides of the children's artwork during the year. I included these slides in the program. The parents enjoyed seeing the children, and the children enjoyed the graduation without being nervous about their performance.

From Susan Earabino, Amesbury, Mass. —

"Shape Books" are a good way of teaching shapes in kindergarten or first grade. Have the children take pictures of familiar objects with a noticeable shape. Examples are a square window, a round orange, a triangular roof. Mount the pictures on poster-board pages that have been cut into the shape you are dealing with. Punch holes in the pages and put them together with metal rings from a binder. The heavy pages and metal rings make the books easy to handle. The children's observation skills are sharpened by having them take the pictures.

From Rosalie M. Eller, Naperville, Ill. —

I wanted to share a wordless book, *A Boy, a Dog, and a Frog*, by Mercer Mayer, with the entire class at the same time. However, the pictures were too small to be seen by the entire class at one time. (When using wordless books with the entire class, the action and sequence must be clearly portrayed so that the children have no trouble understanding the story.) To solve my problem, I made a color slide of each page in the book. What resulted was a wordless picture book that could be viewed easily by everyone in the class at one time. This is a classic way to encourage reading readiness. With no written vocabulary to wrestle with, youngsters can enjoy wonderful moments telling the stories in their own words.

PRIMARY
GRADES 1 THROUGH 3

From Kristine L. Gustafson, Paton School, Shrewsbury, Mass. —

One of the many secrets of effective teaching is to present skills by means of as many different learning modalities as possible. A child remembers best what he has seen, heard, and touched — the visual, auditory, and kinesthetic modalities. Photography has always been my personal hobby, and I have applied this talent to many teaching situations with second- and third-graders at Paton School. Skills and subject matter become more real when photography is part of the learning process.

Our third-grade class, for instance, was involved in a social-studies unit entitled "When I Grow Up." It gave students a chance to investigate traditional and non-traditional careers. The primary goal was to emphasize the application of the basic skills of reading, writing, note-taking, interviewing, and discussion as related to the development of a general awareness of the world of work. Students conducted job interviews with adults to examine the various career roles in today's society, they wrote career booklets, and they compiled a job file. Each student researched a career of interest and then posed for an individual photograph dressed as he or she might be on the job. Some were doctors, teachers, dancers, and athletes. The photographs and essays describing their jobs were mounted on pine plaques that were sanded, stained, and shellacked. They made terrific gifts for parents and served as a valuable remembrance of all they had learned.

Our class also has been reading the award-winning Caldecott books for outstanding illustrations in children's literature. Students photographed the illustrations representative of the action of the story and wrote their own book reviews on the backs of the mounted prints. Students used these as storytelling devices for the younger students at the school. They held up the photographs and told the story at the same time without having to worry about turning pages or turning their backs on the attentive youngsters!

From Arlene Solomon, Philadelphia, Pa. —

Mount photos on blocks to make an instant community — houses, stores, workers, cars. We use these picture blocks to increase mapping skills, or just to have fun.

From Patricia A. Beisel, Elk Valley School, Girard, Pa. —

After taking a course entitled "Language Arts Using Photography," I decided to take the topic "Feelings" and illustrate it with group pictures of five children depicting the various facial and body expressions characteristic of the given feeling. For example, one day we selected "sad" and discussed why we feel sad, what feeling sad does to our bodies, and how it makes us look. Then we all tried to look sad and talked about such things as drooping mouths, sad-looking eyes, sagging shoulders, lowered heads, and pouting. Then I chose a group to pose for a picture. First-graders delight in seeing their own group members looking sad, but in different ways. Once we have covered a variety of feelings, I put up a bulletin board entitled "We Feel...," with areas for sad photos, angry photos, happy photos, and surprised photos. Later, we add simple statements like "I feel angry when...."

From Mary Jane Bach, New Port Richey, Fla. —

My most involved camera-related project was the production of a filmstrip. I used a 35 mm camera and film designed for picture-taking in artificial light. The children selected the tale "The Gingerbread Man" to illustrate on pieces of 24 x 30-inch paper. Skills such as recall, sequencing, motor development, and socializing developed as students drew and colored fifteen scenes, including the title page. I photographed the different groups as they worked. Then, after the children put the drawings in order, I photographed each drawing. The slide film went for processing with instructions that it be returned uncut. During the wait, the children taped the story by using the drawings for cues. It was fantastic experience putting the tape together with the filmstrip when the processed film arrived. A masterpiece — and super learning, too!

From Barbara Pontecorvo, Wayland, Mass. —

Here's a way a camera can become a silent teacher's aide. Photograph a child and something significant to him in the classroom (cleaning the rabbit cage, building a block city, etc). The photo may be mounted and hung in the area where it was taken. The child may dictate or write a story about it.

From Mrs. Marilyn Dobbins, Tucson, Ariz. —

As a primary teacher, I am very aware of the need for visual aids in the classroom. I found that a unit on "Good Health" was greatly enhanced when the children got involved in producing a filmstrip from slide film. We planned what would be needed to make our filmstrip informative, interesting, and enjoyable. Title cards were made, and activities designed and planned. Some of the frames showed the children visiting a doctor or dentist. We showed good health habits such as washing, brushing teeth, combing hair, getting enough sleep, and eating healthy meals. Many good lessons were learned, but the best part was getting the film returned and seeing ourselves "big" on the screen.

Editor's Note: This project can also be made as a slide show.

From Corinne Paner, Cheektowaga, N.Y. —

We always take a camera along on our field trips to the zoo or a museum. Each student is instructed in the use of the camera and takes a picture of an animal whose name has a distinctive beginning sound. The pictures make a great alphabet lesson and teach about letters and animals — especially those not very common ones that start with i, q, or y! They're also a wonderful memory and souvenir children can share with their parents. I also keep a camera close at hand to take unplanned surprise pictures. The children never know when they'll be "caught" at good behavior. This works for behavior management. We discuss the photographed behavior and examples of good behavior are included in our display. The pictures are also useful in conferences with parents.

From Jean Nilges, York School, Medina, Ohio —

At the beginning of the year, a list of twenty books is posted. The children have four months to read all these books. At the end of the allotted time, the teacher selects a page showing special action that will identify that particular book. A slide is made of that page. On the chosen day, each slide is shown. Students are given an opportunity to identify each book by looking at the representative slide. The student with the most correct answers wins a special prize.

From Marion A. Bean, Bear Road Elementary School, North Syracuse, N.Y. —

I have a special day each week. Last year, it was Wonderful Wednesday; this year it's Terrific Tuesday. I plan something for the children to look forward to. It may be a trip to some part of the school (the media center, the reading center, the "underground bear road" with the custodian as guide, the school's kitchen, or the principal's office). It may be a walk to a nearby bank or supermarket, or even a bus trip to the Post Office or the Civic Center. Sometimes, it's a visit from a State Trooper, a fireman, or an animal from the zoo. At other times, it's favorite-hat day, Frisbee day, favorite-doll (car, truck, or game) day.

After each event, a brief story is composed and duplicated for each child. The children illustrate their stories with their own drawings. I keep a copy of each story and illustrate it with snapshots taken each week. This becomes a popular volume which the children love to look at and read. I often give copies of the snapshots as special awards or enclose them with report cards. Sometimes a particularly good shot is printed in our local paper.

From Lydia Becker, Washington Irving School, Teaneck, N.J. —

I am continually using photography in my first-grade open classroom. The children are learning about numerals, number words, and sets, so I took pictures of the children in sets of 1 to 10. I backed the photos and corresponding numerals with Velcro backing so that they can be matched to Velcro backing spots on a chart with the correct number word. This is an independent activity that I have in the math area in our room.

From Diana V. Culbertson, Anne Beers Elementary School, Washington, D.C. —

At the beginning of the school year, I take pictures of my youngsters engaged in various activities and use these snapshots as picture clues for initial reading of such "daily plan" sentences as these: "We will open school...," "We will sing...," "We will write...," "We will color...," "We will play...." The pictures and identifying sentences also are used to develop vocabulary in various ways, e.g., drawing a line from the picture to the identifying sentence, putting the correct sentence under the proper picture, etc. Later in the year, these same pictures are used as a stimulus for children to write their own stories or sentences, depending on their ability. They have also been put together for a class library reading book. There is something about using pictures of students and their classmates that makes this activity more meaningful than using pictures from a magazine.

From Mary Jane Gaudreau, Ethel Bisbee School, Bethel, Me. —

Picture a happy first-grader who has just finished reading twenty extra books at home. The picture of him — with the books lined up in front of him — is his to take home because Mom or Dad signed a slip for each book saying, for example, "Donald read *At School* to me. Mom Smith."

From Mrs. Judy M. Holder, Louisburg Elementary School, Louisburg, N.C. —

Last spring, I took a snapshot of each child. After using the photos for a "Super Kid" door display, I mounted them as centers of construction-paper flowers. In the hallway, I displayed a six-foot stem with leaves. As the children earned stars for academic and behavioral tasks, stars were placed on the petals around their faces. Each child's flower "grew" — moved up the stem — as he earned stars. This "Watch Us Grow and Grow" display was a good-behavior and academic incentive as well as a beautiful wall display. When we took down the flowers, we mounted the "flower children" in scrapbooks that the children made themselves.

From Lynn Hunt, Houston, Tex. —

We call this game "Classroom Concentration." Take two pictures of each child in the classroom. Laminate the photographs. Turn all the pictures face down. The object of the game is to pick up two matching faces. The person who has the most matching faces wins the game.

From Nancy Stlucka, St. Helen's School, Longview, Wash. —

I am trying to get my first-graders to set learning goals for themselves. We discuss what activities are hard to do. A child sets a goal contract with me. When he reaches his goal, I take his picture and post it outside the classroom door for everyone to see. Goals include learning the names and sounds of ten letters, tying shoes, improving one's handwriting, and being a quiet worker. Sometimes, we keep track of the students' improvement with stars. Ten stars mean it's picture time! Believe me, the children are looking for things that are hard to do!

From Kathy Taylor, Liberty Eylaw Elementary, Texarkana, Tex. —

While on vacation, we visited the San Antonio Zoo. I used several rolls of film taking pictures of all the many animals. When we study certain regions in science or social-studies units, I show the pictures of those animals. Children who complete assignments early may choose an animal out of the file and do a report on that animal. When presenting the report, they can have the animal at their fingertips — through pictures. These pictures also could be blown up to any size for display.

From Leo M. Berman, Dr. Martin Luther King Elementary School, Syracuse, N.Y. —

I have found a unique way of motivating students to want to use their own personal clocks to learn how to tell time: (1) Take a full-length black-and-white photo of each student with his arms tucked closely at his sides. (2) Have each photo enlarged to 6 x 10 inches — a high-school photography class might be able to help with this. (3) Cut out the figure of the child and paste it in the middle of a piece of 12 x 12-inch heavy cardboard. (4) Print the twelve numerals of the clock on small pieces of contrasting construction paper and paste them in their proper positions around the clock. (5) Drill holes in two tongue depressors; one tongue depressor should be slightly shorter to serve as the hour hand. Use a large paper fastener to secure the hands to the center of the photo-clock. Because the student pictured is standing with his arms tucked close to his body, the tongue depressors give the impression that the student's hands are rotating to tell the time. I have had great success with this project, which makes telling time fun.

From Moreen Crooks, Lincoln School, Twin Falls, Idaho —

We have a unit on measurement each year. The kids measure almost everything in the building for a few weeks. We top it off with a pancake breakfast. The kids prepare it themselves. They do all the measuring and mixing. We make up task cards illustrated with snapshots of last year's students doing such things as mixing batter, cooking the pancakes, making the orange juice, and, of course, doing the "fun" job — the dishes. The students love to do all this and really have a good learning experience. It's an enjoyable way to teach quantities of cups, quarts, tablespoons, and teaspoons.

From James E. Abbott, PhD, Coordinator, Early Childhood Education, 32nd Street/U.S.C. Magnet School, Los Angeles, Calif. —

One method I've employed to motivate students to develop improved reading habits has been extremely successful, and I would like to share it with you: Each child was given a form with space reserved for the title and author of ten library books. At the bottom, there was a space for the parent's or guardian's signature and telephone number. Directions sent home stipulated that the child had to read all ten books at home under the parent's or guardian's supervision. When all ten books were completed, the individual doing the supervision would sign the form and the student would return it to me. I, in turn, would take a snapshot of the student, which was placed in the school display case outside the main office. The caption read "School Reading Champs," and served to motivate the entire student body. Beyond my highest expectations, having an opportunity to have a photo with name and room number underneath was an incentive that provided each child with recognition and enjoyment.

From Phyllis Leff, P.S. 89, Elmhurst, N.Y. —

As a second-grade teacher, I have used photography to enhance the science unit on the study of plants. In the springtime, my class participates in a walking trip to observe flowers, plants, and trees. Each child is given the opportunity to photograph some form of plant life. After the excursion, each child is responsible for identifying and doing research on his particular plant. The child can present the information in an oral or written report. This activity encourages the children to use library books for reference. In the past, I have compiled the photographs and plant stories into a class book on plants. The children immensely enjoy looking at the photographs and reading the stories produced by their classmates. This activity presents photography as an art and helps to reinforce reading skills, writing skills, and an understanding of scientific facts. Another variation is to use the plant photographs for a science bulletin board. The colorful spring photographs make an extremely attractive bulletin board. I have found that the use of photography in teaching science provides great motivation for elementary-school students.

From Linda Levesque, Devision School, Detroit, Mich. —

This project was done with a third-grade class at Courville School in Detroit during my student-teaching internship. It's a do-it-yourself yearbook for elementary students that emphasizes student individuality, reinforces group identity, provides insights on students, and, as a bonus, creates enthusiasm among less proficient readers to "read this book." I started with my old yearbook. Then I suggested the students might like to make one of their own. We made a ditto form with questions ranging from the mundane (middle name, number of people in family, number of brothers and sisters, favorite foods, TV shows) to the more revealing (I feel happy when..., I feel sad when..., If I had two wishes..., If I could be a different age...). We snapped pictures of the students (from the chest up, two to a photo) and cropped them to focus on one child per photo. The photos were glued to forms and forms to construction-paper pages. The pages, laminated for heavy use, were assembled into a book, with special cover and binder rings. The book was kept in a bookcase where two or three students could look at it at one time. Remember to afford each student an opportunity to look at the book. Do not restrict access to the book to "good" students or those who always finish their work first. And be sure to include a form and picture of yourself. You are a member of the class, too!

From Jean Stake, Jeanerette Elementary, Jeanerette, La. —

As a first-grade teacher in Iberia Parish, I use photography in several ways in the classroom *and* as a teaching aid. But my favorite idea came about when my three-year-old (now six) asked to learn to read. I was on maternity leave and did not have access to any pre-primer readers. We bought a photo album and combed our collection of pictures of Jon to see if we could find one to illustrate each letter of the alphabet. The result was a book we called "J Is for Jon." All I had to add to the pictures were verses or sentences using as many pre-primer words as I could remember. Jon not only learned to read from the book, but it has also been a great motivator for other children. The idea can be adapted to any child or group of children. It also can be used with any set of pictures, such as pictures taken of animals at the zoo or at the circus. The captions can be changed as the child's or children's vocabularies grow.

From Mrs. Marie Bowens, Warwick Elementary School, Secretary, Md. —

My first-grade students always seemed to be highly motivated when they saw pictures of familiar surroundings, but they never had the experience of photographing anything themselves. One day, I decided to take the camera to school and do something about it. I took my twenty-four kids outside (our school is in a rural area), and they walked about busily deciding what they wanted to picture. Each student, with camera in hand, snapped a shot of that part of nature he or she saw and wanted to capture on film. These photographs served as stimuli for creative writing and dictated stories. The pictures and writings were displayed in the hallway for the entire school to observe. This was such a successful experience that I plan to make it an annual project.

From Carole E. Nett, Lutcher Elementary School, Lutcher, La. —

Before beginning to teach creative writing to primary students, take snapshots of many high-interest-level things — motorcycles, races, party fun, classmates' activities, field trips. Mount each picture on a piece of paper that is large enough to accommodate ten to twenty words under the picture. List as many words as possible that might be used in a story about that particular picture. You may want to enlist the help of the students in thinking of words. After all the picture-word sheets are ready, let each child choose one to write a story about.

MIDDLE GRADES 4 THROUGH 6

From Gayle Stensland, Greene Elementary School, Greene, Iowa —

Kids can be involved in personal learning experiences by using a camera. This enhances academic as well as self-concept development. An idea for using a camera for language development, for instance, is to have students take snapshots that can be classified in boxes labeled "People," "Places," "Things," "Action." These ideas then could be developed into sentences by choosing pictures that would fit under headings like "Who or What (subject)...Is or Are (doing)...." The students use the pictures to prompt the writing of sentences.

From Dorothy Swanson, Stone Elementary School, Belpre, Ohio —

Here's an idea for an interest-center activity. To do it, you need a photo album to which snapshots can be added and removed easily. Children are encouraged to bring in snapshots of vacation scenes in the United States. Each is labeled simply "Mississippi River — Iowa," "Mountains — Colorado," "Combine — Nebraska," "N.A.S.A. — Florida." Children are given a blank map of the United States. As they look at each picture in the album and read the label, they locate and write the name of the state in its proper place on the map. When finished with all the pictures in the album, students check their maps with one showing the names of the states.

From Stuart Sharack, Gales Ferry School, Gales Ferry, Conn. —

Many of my students, from Navy families, have traveled extensively but know little of their present local region. To encourage exploration of the local environment, which is part of our social-studies program, we have the students take a camera home for a week and go to one assigned place in town. They take photos, write a report on the trip, and share the results with the class. To make the presentation more interesting, some students put the best photo under an opaque projector and make an enlarged drawing for a bulletin-board display. Among points of interest in our town are old cemeteries; an Indian reservation; an operating, historic sawmill; a restored one-room schoolhouse; and some unique Colonial homes. Besides achieving increased awareness of the local community, this activity encourages family togetherness.

From Mrs. Judith Stover, Chillicothe, Ohio —

My fourth-grade class has been studying paragraph writing. As a concluding activity, we decided to take a walking field trip to our city park, four blocks away. After showing the children how to operate an instant-loading camera (some had never used a camera), I told them they could each take a picture of anything they chose while on the walk. Their interests were varied; they took pictures of ducks, flowers, stone bridges, monuments, and many other things. Once we got the prints back, each child wrote a paragraph telling about the picture he had taken. The pictures and paragraphs were then mounted and proudly displayed on the hall bulletin board. We knew we had a successful venture when the third-graders said they hoped they would be able to do the same thing next year.

From Patricia A. Harris, St. Boniface School, Philadelphia, Pa. —

Since I am an amateur photographer, I have a great interest in using prints or slides with students as a means of enhancing their learning. Here are some of my ideas: (1) When introducing or reviewing geometric forms, I show slides of objects found in the environment of the students — everything from triangles to octagons to hexagons. I have taken pictures of things like stop signs, doors, windows, and laundromat washers and dryers to mention only a few. The children are surprised to see the shapes in their world — and not just in their math books. (2) As a means of making reading relevant, I have taken pictures of signs found in the immediate environment of my students. These pictures include the names of business establishments as well as street names. Again, children show great enthusiasm when they recognize a particular spot. (3) With a zoom lens, I take close-ups of objects which are familiar to the students. Examples are a window screen, an automobile tire, bicycle spokes, etc. Only a portion of the object is visible in the picture, and this portion is out of proportion because it is so close up. It's the children's job to guess what the object is. This is a fun activity which requires a great deal of visual discrimination.

From Jean Hawland, Vickery School, Pittsfield, Me. —

We had a great time with this project and it was a big hit at Open House. The assignment was "Think of an event in your life that has caused you to feel some specific emotion. You will show how you felt in a picture, and tell how you felt in your words. When we read your story and see your picture, we'll feel the emotion you felt if you are a good actor and writer." Well, the pictures turned out just fabulously, and the stories were great, too, for fourth-graders'. We had joy, grief, surprise, and fear expressed. We enclosed our ideas in a 12 x 18-inch oaktag book; each child had his own page. After we have had a chance to show off our project, each child will take his page home. This project included many skills from acting to writing; it also stressed proofreading and neat penmanship.

From Ruth Boutin, San Antonio, Tex. —

I use photography to teach children to focus on an idea. First, each student takes a picture of anything he or she likes. After the picture has been developed, each child writes ideas about the main topic or a particular item of interest in the picture. This activity helps children see how the visual and verbal worlds relate. It also helps the children zoom in on an idea by limiting the subject area.

From Marjorie T. Goble, Riccardi Elementary School, Saugerties, N.Y. —

My fourth-graders planned the script for a super 8 movie (two reels) entitled "Mrs. Goble's Brainy Bunch." We filmed the end of each segment first and then showed how to produce a neat desk, how to create answers to math problems by using just an eraser, and how to create a good school lunch. Our idea was to show the film backwards for some tongue-in-cheek humor. Everyone had an active part in the filmmaking, and once the film was completed, students could hardly wait for its return from processing. (Thankfully, it took less than a week.) Our film was shown to the entire school — backwards — but few realized this. All wondered how we had created the effect of books flying onto a desk, a pencil being produced from a stub, or a student creating a banana by sticking pieces together and covering it with skin! The principal was delighted and asked that the film be shown to the P.T.A. and to the Board of Education.

From Mrs. Doris Vinson, Central Elementary, Dyersburg, Tenn. —

The first health unit I teach to my fourth-grade class each fall is Safety. Part of the unit is concerned with safety on the playground. I take the class to the playground and we take pictures of playground do's and don'ts. For example, we take a picture of a child standing on a swing — a definite "no-no" — and a picture of a child seated on a swing properly. Other pictures show a child going down the slide — headfirst and then with feet first. When the pictures are developed, we make a poster with the pictures and place it in the library for the entire school to see. The children (every child is seen in at least one picture) love to see themselves on the poster. They're proud to think they might be teaching the younger children good playground habits.

From Deborah Coons, Highland Elementary, Hopkinsville, Ky. —

"Career Awareness" is being emphasized in the Christian County School System. I use the camera to help me teach this program. First I take pictures of personnel around the school (principal, teachers, custodians, electricians, repairmen, etc). Then I take pictures of city workers, including the children's parents at work on their jobs. Finally, I display the pictures with a paragraph telling a little about each job. This is much more effective than commercial posters because the children's parents are included.

From Suzanne Nelson, Campbellsburg, Ky. —

Here's an idea for photographic finger puppets that I've used successfully in my fourth-grade classroom: Children are often too shy or self-conscious to express themselves in front of others. Consequently, children's thoughts are sometimes kept in the dark. An instant camera can help solve this problem. Photograph each student (either full-length or face only). Then cut out the figure. Have children cut construction-paper bands the size of their fingers. Glue these to the backs of the figures. (If you use faces only, students can cut out paper bodies.) Students can use these puppets for plays, reading lessons, reciting poetry, etc. They're great for small group activities — children see themselves talking and gain confidence.

Editor's Note: Some instant pictures contain a material which is caustic for a time after development and can cause alkali burn to skin and staining of fabrics. Observe CAUTION notes for the instant-picture products you use before cutting prints. For this project you can also use conventional snapshots.

From Jean Glick, Hope Elementary School, Hope, Ind. —

Last year, the class called their reading project "Keep On Bookin'" — and they clocked quite a few reading miles. In all, my thirty students read more than 425 books, an average of fifteen each. First, each student selected a paperback and spent 10 to 15 minutes daily reading during a time set for this activity. Then came the fun. Instead of writing book reports, we put my camera into action. Working in groups of two or three, the students depicted an exciting passage from their favorite book by painting a poster for background scenery and dressing themselves up as the characters. (Some built dioramas or models depicting scenes from their books.) By taking slides of their scenes, I turned my students into "movie stars." Something about seeing themselves on the screen set them afire to read the books featured in the slide show. I had prints made from the slides to give to each reader for his memory book. At Open House, the slide show was popular with parents, and this year I'll use the slides to motivate my new class to "hit the reading road" and become book celebrities. I've found photography to be a real reading motivator, and it results in a different kind of book report enjoyed even by reluctant readers.

From Mrs. Elaine Wheaton, Clayton Valley Elementary, Concord, Calif. —

One of the projects our fourth-grade students always seem to get involved in is making models of California missions. We use various materials — sugar cubes, red clay for rooftops, heavy cardboard, paint, and a few model animals. Each project always seems overwhelming when first approached — until children see pictures of missions done by classes in previous years. Enthusiasm is great. The collection of the slides we make shows the stages of building, and proves that the students, too, can — and undoubtedly will — succeed. Children refer to the pictures when they have questions. Such visual encouragement breeds success!

From Patti Jo Gluek, Sharon Community School, Sharon, Wis. —

Put your pictures in a book to make a terrific language-arts activity. Collect pictures of settings (beaches, mountains, cities, etc), and ask students to write about their "pretend" vacations. Collect snapshots of children with different facial expressions, and ask students to write about how these children are feeling. Collect pictures of animals to spur stories or exercises in personification. This activity covers many concepts: building vocabulary; developing story elements; writing stories and poetry; and polishing descriptive phrases, conversation, punctuation, etc.

From Jacques Chaput, Arlington Elementary School, Poughkeepsie, N.Y. —

I use my camera with black-and-white film prior to all local and national elections. Our class studies the campaign gimmicks used by all the professional politicians. We obtain as many posters, brochures, match covers, etc, as possible to study the messages and their intended audiences. Then we start our own campaign posters and gimmicks. All the children write their own campaign speeches to coincide with the offices being decided at the next election. I then photograph each child using the appropriate props which he feels help convey the message. Much enthusiasm is generated by using the students' own photographs. Children come to school dressed for special pictures. They pose for certain effects — strong leadership, intelligence, charisma, etc. We hope that this approach will make our students more perceptive voters in the future.

From Richard P. Frank, Public School 101, Forest Hills, N.Y. —

Early each fall as a term project, I have my class "Adopt a Tree." Each pupil is to find a tree in the neighborhood. The tree must be identified by its name and type. The children must estimate the age and give a pet name to their own trees. Then they must photograph the tree in fall, winter, spring, and early summer. With each photograph, the children describe the changes in their trees and the reasons for the changes. In June, the children bring their work to class as a poster or scrapbook. Each child proudly shares his tree with the other children.

From Thomas Ashley, Narragansett Elementary, Narragansett, R.I. —

I have found photography to be a great aid in getting my fourth- and fifth-grade students to enjoy poetry. After we read and discuss a poem, the class works together taking pictures for a photo essay about the poem. When the project is finished, each student is asked to select a poem and create his own photo essay. Later in the year, I use the pictures again to stimulate students to write their own poetry.

From Jean O'Neil, Lincoln School, Melrose, Mass. —

One photo-oriented project which created a lot of student interest concerned the Old West. The children created their own "wanted" posters. Then they dressed as the wanted outlaws and photographed each other. Finally, we copied the pictures and posters on a copying machine. The results were posted around the school. The children really enjoyed this activity a great deal. What's more, they found themselves researching the Old West enthusiastically.

From Evelyn Nathanson, Flushing, N.Y. —

Children were requested to come to school on Ancestors' Day (our own invention) dressed as accurately as possible in the representative attire of their ancestors' native land. I took a picture of each child in costume and placed the pictures around a large poster which read "The International Year of the Child." The children then researched and made 3 x 5-inch flags of their ancestors' native lands. These were placed two inches from the pictures and connected to them with lengths of yarn. This lesson required interviewing parents and grandparents, library research, and sharing of backgrounds and customs. It created a warm family spirit in class.

From Paula K. Nells, Bozeman, Mont. —

I'm currently developing an earth-science unit on geology to use in my classroom. In order to incorporate different types of media and to give students an opportunity to work with different types of equipment, I've been collecting a series of color slides that illustrate various geologic features my family and I encounter on trips and hikes through the Rockies. My slides include such features as U-shaped valleys shaped by glaciers, V-shaped valleys cut by streams, slumps and slides along road cuts, alluvial fans, boulders of granite batholith near Butte, evidence of the action of water and plant growth on the decomposition of rock, etc. (The Gallatin Valley and nearby Yellowstone Park offer a rich variety of material for such a project, but every area of the United States has its own geologic character that is just as easy to capture on film.)

Identifying the geological features in the slides will be only a portion of my unit. I will include such activities as working with a stream table; making topographical maps for display with an overhead projector; identifying specific rocks and minerals; sorting, sifting, and settling sands and gravels; making a geologic time line; and putting current geologic events on a map. My principal objective for such a unit will be to alter my students' perception of their environment. They will never again look at a mountain or any other geological phenomenon without thinking about how it got there.

From Marilyn Meister, Milton, Wis. —

Photograph signs — both handmade and commercial — that include misspelled words. Have the pictures printed and display them on a bulletin board. Invite students to find the misspelled word in each sign and spell it correctly. Children like to do this; it works very well with my fourth- and fifth-graders. It points up the fact that adults make mistakes — possibly because they did not study their spelling when they were in the middle grades.

From Mrs. Judy Fox, Perry Elementary School, Waynesburg, Pa. —

The children in my classroom had severe difficulties when asked to sequence ideas in reading activities. We discussed the Hollywood method of filming a movie — in no particular time sequence. We then filmed a class-composed silent movie out of sequence. We left film space between scenes for ease in splicing. As a bonus, the children made a musical sound stripe to accompany their edited, properly sequenced final film. We later used the same idea with slides. Slides permitted the children to sequence individually at a learning center instead of working as a group on the film.

From Frances D. Burns, Hobbs, N.M. —

I recently took more than 200 slides on a history tour of New Mexico; they were edited for use in a presentation introducing fifth-graders to a six-week unit on New Mexico. After I had selected those slides I wanted to use in the presentation, I discovered I had many good slides left over. Rather than store them in a box to be forgotten, I sorted them by location and placed them in small manila envelopes. I then obtained an inexpensive, battery-operated slide viewer and added slides and viewer to my New Mexico Learning Center. These slides are now used for individual viewing, creative-writing incentives, art ideas, etc. In this way, I have made use of every slide I took. Nothing was wasted.

From Rita Miller, Red Mill Elementary School, East Greenbush, N.Y. —

My fifth-grade class was studying Indians, and Parents' Night Open House was rapidly approaching. I also had as an objective the involvement of the children personally in an Indian experience. I found an Indian myth as told by Geronimo and had one of the children read it aloud to tape it while others made appropriate background noises (thunder, horses galloping, growling). I then played the tape to the class and asked the students to illustrate whatever portion was most exciting to them. We put the pictures together in sequential order and created others to fill any gaps. We then photographed the pictures to make slides. For Parents' Night, we had a slide-tape presentation with student narration and illustrations that were vivid, exciting, and meaningful. (We used the forward/reverse button on the slide projector to pace the story.) The parents and students enjoyed the presentation immensely, and the students were motivated to turn other learning experiences into visual displays, which reinforced vocabulary development, location of main idea, recognition of abstract/concrete relationships, and sequencing.

From Virginia Bateman, Marion Cablon School, North Las Vegas, Nev. —

The pictures I've taken in the classroom of children in work and play situations have always been enjoyed by the class and displayed for others to see. This year, however, I decided to use the pictures as part of a permanent reading-comprehension file. These personalized cards, when used in finding the main idea from pictures, were sought out much more often and with much more interest than the commercial variety.

From Carole Conrath, Church Street School, White Plains, N.Y. —

This long-range language assignment involves the making of 8 mm or super 8 movies by every student in my class. I let the children choose a theme which they feel they can handle or which interests them a great deal. Some children think of their themes without any help; I offer the others a wide range of choices — quiet places, animals, hair, feet, clothing, secret places, faces, nature, etc. Each child signs up for a time to use the school camera; each gets one cartridge or roll of film with which to convey his or her theme. The film spurs creative writing, which in turn is taped and played along with the film. Pupils love seeing and hearing their own work. This project can be graded — or just plain enjoyed.

From Judy Edelstein, Cherokee Street School, Ronkonkoma, N.Y. —

As you enter through the doors of the Cherokee Street School, you face an interesting display of photographs under the title "What's Happening Around Cherokee?" This is an outgrowth of a science project I created and taught in my fifth-grade class. The project followed a logical sequence. First, I explained the workings of a camera to the class. Then I went into photo-reporting and journalism, assigning news and on-the-spot coverage. This led to individual reports as well as to the establishment of a camera club, which works closely with *The Cherokee Inkwell*, the school newspaper. Other teachers at Cherokee can request that my students come into their classrooms to take pictures and report happenings. As a result of the innovative project, the first issue of *The Cherokee Inkwell* featured about fourteen pages of photos and news coverage.

From Mrs. Martha J. Hamblet, Greenport School, Hudson, N.Y. —

After completing our study of Colonial America, each of my fifth-grade students chose one aspect of "Living in Colonial Times." They did research, made an appropriate model (e.g., general store, tavern, blacksmith shop, sawmill), and wrote and taped a final report. I took a picture of our empty tabletop "village green," and then a picture of each student with his or her model. Slides taken throughout the project, plus slides of each student adding his or her model to the village, lit up the screen as we heard the taped reports. The finishing touch came as we added twinkling lights and artificial snow to picture our Colonial village at holiday time. We presented our program for several school classes as well as for parents one evening.

From Mrs. Bev Mathews, Whaletown, British Columbia —

I use photography throughout the year with my fifth- and sixth-grade students. Here are the two projects my students enjoy most: (1) At the beginning of the year, I turn the children loose with camera and slide film to photograph their mothers and fathers at work. We select the best of their slides; then each student writes a report on the occupations he or she has pictured and we put everything together in a slide-tape presentation to send to other schools. The students learn picture composition, written composition, and improved oral speech for recording. (2) Later in the year, students use instant cameras to shoot a story they have written. Their picture stories are then given to students in lower grades to arrange for sequential-development practice.

From Marlene Smith, Wauwatosa, Wis. —

In mid-winter, I brighten a gloomy day with a "theater party." Both the pupils and I bring in favorite vacation prints and slides. This is an excellent way for all to become better acquainted with the geography and history of the United States and other countries around the world. The snapshots are displayed on a bulletin board for all to see. And as each person shows his or her slides with appropriate commentary, the rest of the class munches on popcorn popped by the pupils shortly before showtime.

From Beth Ann Bynum, Buckley School, Buckley, Mich. —

My fifth-grade class is working on a community history project. Taking slides of town buildings, older homes, older citizens, local collections, antiques, and even headstones in the cemetery seems to give new life to old history. Learning to take pictures is fun, but the learning goes much further than that. Through photography, the students become an active part of the community they're studying. Once our slide show is organized, a tape of interviews and important facts will be made to accompany the visuals. This local history tour will be presented to parents, other classes, the local senior citizens' group, etc. It will also be on loan to other schools and groups in the area. When the project is finished, the slides and tapes will be given to our local historical society.

From Charles H. Viens, West Sand Lake Elementary School, West Sand Lake, N.Y. —

I have been using photography in my fifth-grade classroom for the past six years. At the beginning of each new school year, I teach a four- to six-week unit in photography to all three fifth-grade classes in our school. The topics covered are as follows:

(1) What is a camera? What is film?

(2) How do you use a camera?

(3) The correct way of taking pictures (Here students are assigned seven different types of pictures, such as portraits, stopping action, group photos, etc, to take on the playground.)

(4) Developing your own film

(5) Printing your own pictures

(6) Enlarging and trick photography with the enlarger

(7) Creating a picture story without words

By beginning the year with this unit, the students learn to use photography creatively throughout the year. Just one of the projects that has resulted from this unit is the school yearbook, *The Time Keeper*. For the last six years, my fifth-grade class has taken all the pictures, developed the film, and printed about half of the 500 or so photos. Then they do all their own layouts and write all the captions, poems, or other printed matter needed to accompany the photos. The book, accomplished completely by fifth-graders, averages 96 pages.

The yearbook is a self-supporting operation. The photos are taken with instant-loading cameras that take size 126 film, all of which were purchased over a two-year period with yearbook profits. Our P.T.A. advances us the initial cash for materials such as film, paper, batteries, and chemicals. We sell ads to help make up the difference between the actual cost of printing the book and the $3.50 we charge for it. The students all gain a sense of pride in doing the work; they tend to develop a unique sense of creativity few of them knew they had.

From Jeannette Gamache, Hope Valley School, Hopkinton, R.I. —

Students who have finished their assignments are rewarded with a photography assignment. In their free time, they take pictures of subjects around the school. When the pictures are developed, they mount them in a handmade booklet. On the opposite page, they write a poem inspired by the photograph.

From Donna V. Hoge, Fifth and Sixth Social Studies, L.D.F. Community Schools, Le Grand, Iowa —

Often shy, introverted children have pictures of vacation travel that fit into our unit of study. Such children are too shy to stand alone in front of a class to explain their pictures, so I have them find a quiet corner and tape their explanation of their pictures and trip with a tape recorder. We then place the pictures and the tape in a center where children can listen and look at their leisure. The quiet children have contributed to the class without having to stand in front or alone. They couldn't be prouder of themselves or their pictures. And without realizing it, they have gained some self-confidence.

From Dottie Robinson, Aptos, Calif. —

Last year, the promise of making a super 8 animated film pulled several activities and all the kids together! We began with an art project in which the kids designed "beasts" from driftwood and scrap materials. The beasts became the basis for a creative story. In science, we were studying balance of nature, so the students designed a "planet" and figured out how all the beasts could live there — in balance. The film was used to show the balance of nature on their planet, Beastopolis. The kids really had to work together to do the animation, and, of course, they themselves were photographed at the end of the film. We taped some music to accompany the film, and many kids looked full of glory as their parents watched their movie.

From Richard A. Jenisch, McClelland School, Rochester, N.H. —

Responsibility is a most important consideration in my sixth-grade study of law. On a rotating basis, students take a camera home with them to take two pictures showing responsibility. Each child then writes a brief description of the photos and how they relate to responsibility. All photos are then placed on a "Responsibility" bulletin board. This board is then used as a source of discussion of responsibilities; the importance of accepting them; and the different types of responsibilities associated with home, school, community, state, and nation. I vary this activity by using topics such as "Justice," "Private Property," "Rights," "Rules," and other law-related subjects.

From Emily Funston, St. Peter's Elementary, Mansfield, Ohio —

The sixth-grade class at our school attends an outdoor school for one week each year. This is a resident experience, and for some students, it is their first time of staying overnight away from their families. Having pictures of the cabins, dining room, animals, and staff of the school reassures the students before they go and gives an opportunity for realistic speculation about what experiences will be shared.

From Richard W. Entwistle, Governor's Career Development Program, Bayonne Public Schools, Bayonne, N.J. —

Although many of our students had relatives working in the oil-refining industry, few of them knew what types of jobs were done there or why. To remedy the situation, students prepared a sight-and-sound show focusing on the oil-refining industry. Chemists, lab technicians, still operators, and production maintenance workers were interviewed on tape. Some of the pictures were taken by workers themselves at the plant; others were provided by the company. All were converted into slides with the use of a *Kodak Ektagraphic* Visualmaker. Several sight-and-sound shows were prepared by students at different grade levels and shared throughout the school. (Note: While visits to local oil refineries and other plants would be effective, we found that such visits were extremely difficult to schedule because of student safety, insurance, and company-policy restrictions. We found the sight-and-sound shows to be the best alternative to an actual visit.)

From Michael D. Lawler, Sixth Grade, Chelsea School, Chelsea, Iowa —

Here's a way we combined our language arts and science studies and came up with something unique. During a study of weather in the fall, we took color slides of weather forms — clouds, precipitation, water cycles, winds, effects on people and environment — as well as student-made weather instruments, maps, and charts. Then a script was outlined and organized by the students to go with their slides. Each student wrote part of the script. Title slides were made. Finally, the script was taped to complete the unique slide show.

From Mrs. Dorothy A. Bolton, Lakewood Elementary, Lakewood, Wash. —

My fifth-grade students and I study the marine and plant life of the Puget Sound area. While on our field trips, I stress the importance of leaving specimens in their natural environment. So what better way to bring the specimen home than to take its picture? I let students take pictures of the specimens they have found, or I take a picture of the student beside the plant or animal he or she has discovered. It's a lasting treasure for each child to keep. At the same time, it preserves the beauty of nature for others to enjoy.

From Janet Moore, York, Pa. —

As students are learning to write poetry concerning their moods and feelings, they use the camera to take slides of situations in nature or among people that exemplify those moods or feelings. When students are satisfied with their work, we have a poetry reading with each child reading his poem while the appropriate slides are being shown in the background.

From Colleen Wood, Calgary, Alberta —

A way I taught poetry to my sixth-grade class was through folk songs, music, and slides. Two of the more popular pieces I used were "Blowin' in the Wind" and "Where Have All the Flowers Gone?" I have never seen so much enthusiasm in poetry before. Everyone — even the boys — started singing along. Maybe they had never thought of song lyrics as poetry. We later went into Beatles' music, which also went over well. By using slides, words on ditto sheets, and music, I was able to capture my students' attention. I discovered at least one way in which they will learn.

From Connie Thodos, Berkeley, Calif. —

An extremely successful project involved my sixth-graders in an interdisciplinary lesson that paid off in art, language arts, and photography. Students began by making masks using casting or surgical gauze to produce exact replicas of their facial features. Once dry, the masks were covered with papier-mâché and painted with bright colors. I then photographed each mask individually and had my students write a composition, "Who I Am — With and Without My Mask." Once the compositions were completed in the students' best penmanship, they were compiled in book form with the accompanying photographs. The school district had our book bound and laminated, and I'm proud to say that it now resides in the school library for the entire student body at Greenbrook Elementary School, Danville, California, to enjoy!

From Georgia Zavala, Louisville, Ky. —

An existing-light movie camera sure added a lot of excitement to my sixth-grade class at St. Timothy School. We were approaching the Easter season and classes were becoming a "drag" for the students. In order to spark interest in the religious meaning of Easter as well as add interest to class subjects, I suggested the students make a movie about the liturgical season. Students began to take an interest in the events and how each would enhance or detract from the story. I stood back and let them handle everything from movie direction to costuming, set, etc. At times, I was afraid they might be going overboard, but I decided to let them come to that conclusion on their own. I was certainly surprised to see their enthusiasm in discussing, researching, planning, and practicing for filming of the Mass and its relationship to the Last Supper and Crucifixion.

One evening, after the production was complete, parents were invited to view the students' film, which turned out to be about 25 minutes of screen time after editing and splicing. Everyone was amazed at the insight shown by the children. Not only had they grown spiritually, socially, and in career-awareness, but they also had developed a certain pride in creating something successful on their own.

From Cathyann Casey, Norwalk, Conn. —

Here's an idea I've used in teaching sixth-grade summer school: On the first day, I took pictures of the students in groups and individual poses on the playground. I had the pictures developed that day and brought them to school the following day. The students' first assignment was to write an essay called "Myself!" I mounted their essays and pictures on construction paper. We shared our essays and played "Getting to Know You" from *The King and I*. The illustrated essays were displayed on the bulletin board. As a teaching device, this approach helped me see the students' writing mistakes while they still enjoyed themselves. In summer school, we have to make it exciting so that they want to come each day. I think it would be even better to do something like this in September and save the essays and pictures to hand back to the students in June. The students would see how they had grown over the months and how their writing had improved.

From Judith Davenport, Sixth Grade, Crockett Elementary, Greenville, Tex. —

In studying different cultures, often preconceived ideas influence a class's learning. To help remedy this situation, I take several photographs of artifacts found either outside or in a local museum (or in summer travel). I then tell the class we are going to study a "mystery culture." I form groups of four and give each group several photos. From these photos, they are to list as many facts concerning the culture as they can. For example, if iron tools are seen, one can deduce that smelting and fire must have been known. After each group finishes its findings, these are reported to the entire class. This technique adds much interest to this unit.

From Ron Watson, Bertha Shaw Public School, South Porcupine, Ontario —

Photographs taken of students as they work through a project of long duration, such as ice sculpture, help the students fully realize the magnitude of such a project. The photos are used to explain how to complete the sculpture from step one to the end, to enhance creative writing (by refreshing memories for expository essays), and to illustrate a bulletin board for display and discussion. In our case, because of accessibility of equipment, the students learn how to operate a 35 mm camera, develop the film, and print their own pictures. This certainly adds to the excitement of making the ice sculpture.

From Beverly Breniser, Lancaster-Lebanon Intermediate Unit, East Petersburg, Pa. —

The most obvious, but time-consuming, method of producing background scenery for informal or formal drama productions and exercises is to construct scenery from paint, paper, wood, etc. A quick graphic representation can be achieved by using slides. Two methods proved useful when my group of sixth-grade gifted students needed scenery in a hurry. Students photographed locations which most resembled their needed backdrops. Those scenes which could not be found to be photographed were located in books and magazines. Using the *Kodak Ektagraphic* Visualmaker, students copied the needed background from the books. Once the slides were processed, they provided the appropriate environments for formal productions as well as improvisation exercises. The slides provided a finished-looking background, and multiple scenery changes were easily accomplished with a flick of the slide advance. (P.S. Students needed only to be careful to stay out of the direct light beam of the projector.)

From Larry Hultquist, Bush School, Jamestown, N.Y. —

I have found photography to be a very good way of opening up the eyes of students on my Outdoor Education Experiences. I have them make a paper viewfinder and practice looking at objects around them through the paper viewfinder first. Then we use a camera with color-slide film. Each group of students takes a roll of film of what interests them most in the surrounding area. When we return to the classroom, the groups are responsible for developing their own film. This also helps teach math (time, measurement, etc).

JUNIOR HIGH GRADES 7 AND 8

From Nora Mitcham, Albuquerque, N.M. —

In Albuquerque, we have many students from Mexico. Needless to say, a teen-ager who enrolls in school and cannot speak the predominant language is not likely to be very happy with himself or with school. Therefore, my job — teaching these students English — was doubly hard until I figured out a way to take advantage of the extreme popularity of posters. Many local and mail-order photofinishers offer to blow up a photograph into a personalized poster, so I took a couple of pictures of volunteers from class. (And believe it or not, at age 12 or 13, kids don't all volunteer — at first, anyway.) When the posters came in the mail, we hauled out the marking pens. As a group, with teacher writing and students shouting, we divided a picture vertically right down the middle. On one side, we labeled body parts in English; on the other side, in Spanish. The poster was placed in a well-traveled area of the room and admired for a couple of days before I hauled out still another, unlabeled picture. This time, a student was chosen to label parts; she found it necessary to make careful and frequent use of the Spanish/English dictionary as she labeled the clothing on her poster. Eventually, we made posters of the neighborhood, a parent, and two homes, and marked them in a similar manner.

Students from all my classes and even a few visitors admired our efforts, so I'm sure self-image got a big boost every day. In the meantime, more than the expected quotient of English was learned. In June, owners carried their prize posters home, where, I hope, other non-English-speaking members of the family got lessons in speaking and reading. These efforts seemed expensive at first, but when I compared cost *and* results with cost and results of previously used, seemingly inexpensive materials, I realized what a bargain my bilingual photographic posters had been — especially since behavior and general attitudes improved so greatly. Besides, it was fun!

From Ruth Cowger, Haughton, La. —

My seventh-graders brought items to school, staged commercials, and chose poses exciting enough to sell their products. (Some brought old tennis shoes, their favorite hair spray, etc). Each photographed pose was used as a springboard for creative writing, dialogues, use of quotation marks, etc. This worked so well that we later staged scenes from favorite TV shows to use in similar situations. Both projects generated a lot of excitement in writing!

From Jimmy L. Davis, West Rome Junior High School, Rome, Ga. —

Many of my seventh-grade students did not know the names of our local officials, much less what they looked like. So we invited our city and county commissioners, city and county managers, and our school-board members to our school to kick off our unit on local government in my civics class. While the officials were at school, we photographed them. Now, when we discuss local government or local current events, we pull out our pictures. We refer to them often.

From Jeff Burdette, Moscow Grade School, Moscow, Kans. —

Our seventh-grade science class studies biology for the entire year. After studying anatomy and life functions, I allow the students to dissect frogs to gain a better understanding of anatomy and organs of the body. This useful scientific process sometimes meets with dread from students who consider the whole thing "gross." In order to make the students more at ease and interested in dissection, I announce at the beginning of the class that I am taking pictures of them working to show to next year's class in dissection. It is remarkable how this encourages students who have apprehensions to push aside their fears and start their work. They enjoyed my picture-taking to the point that all of them wanted me to take their pictures with their frogs. I was able to develop and print the pictures in our darkroom that afternoon and show them to the class the next day. The response was overwhelming. Instead of dreading the affair and remembering nothing, these students still talk about the day we dissected frogs. Next year, I am considering doing the same thing, but using color-slide film instead of black-and-white film so that I can take color close-ups of the frogs' organs. Together with slides of the kids at work, this will make a valuable teaching device.

From Roy Ritchie, South Summit High School, Kamas, Utah —

Here's an idea that was very successful in our junior high school. One of the history teachers decided to make a slide presentation dealing with state and local history. Pictures were taken of both past and present: (1) Slides were taken of historically preserved sites. (2) Slides also were taken at many new sites that showed state and local growth and progress. (3) Many old historic photographs were found and made into slides with the *Kodak Ektagraphic* Visualmaker. Everything was put together with a taped cassette to create a very interesting history unit. Students seemed much easier to motivate with this kind of unit because they could see, firsthand, things that they were familiar with and interested in.

From Christine Connors, Stetson Junior High School, Philadelphia, Pa. —

Here are two ways I use color slides with my creative-writing classes: (1) Students view slides. They write five words to describe what they see in each slide. They then use a thesaurus to find two good synonyms for each of their five words. These words are compiled in a vocabulary notebook. When students write compositions, they can pull these "good," descriptive words from their notebooks. (2) Students view five slides at a time. They write a title for the main idea presented by the slides. This helps students write good, specific titles for compositions. The titles, of course, are shared with the class.

From Ruth Sharrer, Grover Cleveland Junior High School, Zanesville, Ohio —

I teach eighth-grade language arts. Included in our curriculum is a study of literature. One of the aspects of literature that we study is point of view. Students sometimes have a difficult time understanding point of view and how it can affect or limit a story. To help them understand, I have them choose to become some thing or person, and have them take pictures as if they were that thing or person. I explain the procedure and offer them some possibilities such as becoming a child or a giant. They often come up with their own ideas, e.g., a trash can, a ten-foot giant, a four-year-old child, a dog. After the students have taken their photographs, they then write a short explanation of them and how their point of view affected what they could — and couldn't — see. This method helps them realize that the point of view an author takes affects how a story is presented and what material is included. The students enjoy this exercise very much.

From Linda Motzny, Albion Middle School, Albion, N.Y. —

Teaching New York State geography to seventh-graders often proves to be burdensome, especially when many of the students have not traveled far beyond their hometown. When I say, "The Adirondacks are in the northeast part of New York," students who have not seen the Adirondacks find little meaning in my statement. I have found a method, using photographs, that seems to help students visualize various geographical phenomena as they learn that geography can be fun. It revolves around a large corkboard on which I have drawn a map of New York State *and* a bag of pictures of various places in the state. Students have to draw a picture from the bag, identify it, and tack it to the area in the state where it was taken. Sometimes, I divide the class into groups of four, distribute an equal number of photos to each group, and instruct them to use the clues in each photo to determine what's pictured and where it should be located on the map. This has made it fun for me to try to take pictures with enough clues but none that are so obvious that they actually include the name of the place. One successful picture includes a sign that says "Home of the Winter Olympics," with the Adirondacks in the background.

From Karen M. Korek, Plus XI, Greendale, Wis. —

This lesson, which I used to introduce character study, was fun, provided high motivation, and was easy to prepare. My objective was to show that characters in real life and literature have multi-faceted personalities and are much more than stereotyped images. I took three different pictures of the same person; each picture featured different clothes, setting, hairstyle, etc. I then divided the students into three committees of detectives and gave each group one photo. I asked them not to let the other groups see their picture. (Several students asked at this point if all the groups had the same picture. I told them, "Definitely not!") Given three to five minutes, each group decided what sort of person it had. Each group reported its findings. Then I announced that they all had photos of the same person. The students mingled and examined the other pictures. Then we discussed how they had stereotyped the person in their picture by their first impressions, and how a character study requires a broad look at a person. The students' assignment then was to "view a person of whom they would like to prepare a character composition in at least two different settings" and take notes to bring to the next class, when we will work on a compare/contrast opening paragraph.

From Kathy Keuhn, Amery, Wis. —

Separately photograph an item for each student. Examples of good subjects include a paper clip, a cracker, a match, a Q-tip. Put the photos in "mystery envelopes," and give one to each student. Tell the students to keep their photos secret. Instruct them to write a paragraph describing the object. When everyone has finished, let the students read their paragraphs while the rest of the class tries to guess what the object is. This activity works especially well when students are studying adjectives or creative writing.

From Anna Lucia, Cathedral-Carmel High School, Lafayette, La. —

I teach Louisiana history to eighth-graders and have found they have little concept of or appreciation for the historical events that have happened in our state. To help them realize that the historical happenings written in their textbooks actually took place, I have taken photos of historical markers and the areas they mark to give the students an idea of where in the state the event occurred. I have found that they enjoy reading the account on each marker, and at least they are beginning to appreciate the fact that the many exciting things they read about happened not too far from where they live. I have even had a few say they saw some of my pictured markers as they traveled, and felt they already knew something about the area.

From Mary Masle, West Rocks Middle School, Norwalk, Conn. —

The book of the month in my seventh-grade language-arts class was a biography. Students were tiring of book reports, and so was I. The following project served as an alternative: Students had a month to read the biography of any person who interested them. At the completion of the book, each student was asked to write a speech in first person, assuming the role of the person he or she had read about. Costume and props were required. Helen Keller, Dr. J., Amelia Earhart, and Babe Ruth were among the many "visitors" in class. The finished product was handled differently in two different years. One year, pictures were taken of the speakers. The pictures were placed on a bulletin board with the written speeches beneath them. Another year, slides were taken of the speakers, the speeches were recorded, and the slide-sound remembrances were saved for viewing during the year.

From Sister Mary Ann Lenore Elfert, B.V.M., Science Department Chairman, St. Francis Xavier School, Phoenix, Ariz. —

Since there are no films on the market dealing with single-concept ideas about wilderness survival, I decided to make my own silent super 8 films for use in my seventh- and eighth-grade science classes. In this way, I can have the film depict *exactly* what I want — no more, no less. Such a format guarantees 100 percent satisfaction. It also permits me to keep the film for reference in case I want to add on, edit out, or replace footage. Not using sound makes it easier for student "actors" — they don't have any lines to learn. It's simple to stage a scene in a wilderness setting; after a few on-the-spot rehearsals, the sequence is ready for filming.

From Sharon A. Dorner, Typewriting Instructor, Woodcliff Lake Public Schools, Woodcliff Lake, N.J. —

I teach eighth-grade typewriting, and I insist that all my students sit correctly — straight up with feet on the floor in front of them. To help the students see themselves and how they look at the typewriter, I take each student's picture at the typewriter. To accentuate a good point, I display these pictures by class sections on the bulletin board for back-to-school night. This makes back-to-school night more realistic. Parents can actually see how their children look in the classroom.

HIGH SCHOOL GRADES 9 THROUGH 12

From Robert Newman, Fine Arts Chairman, Bellflower High School, Bellflower, Calif. —

As drama coach at Bellflower High School, I've made a pictorial record of each production for the past fifteen years. The slide series serves my classes in many ways. To conclude a theater-history unit, we see the theatrical history of our own school. Each production in itself also provides a series, which visually summarizes the play and stimulates reading of plays. The makeup, the costumes, and the settings all serve as a reference for each new crew, and inspire the students to maintain quality goals. As ephemeral as each production is, these slide shows convey a sense of permanence for our program.

From Richard Santoro, Math Department, G. Westinghouse Vocational High School, Chicago, Ill. —

As we approach the beginning of a new unit — triangles, quadrilaterals, polygons, parallels, or circles — in my high-school geometry classes, I assign each student the job of finding the one best example of each concept in everyday life or nature. Some students clip photos from newspapers or magazines; others ask to use the camera. When Friday comes, I take the film for processing and have one print and one slide made of each picture. The prints make up a temporary bulletin-board display; the better slides go into my visual presentations for the whole class to see. The pictures help define the concepts in the students' minds, and they enjoy seeing their own work on public display.

From Mrs. Janice R. Witte, Baumholder American High School, A.P.O. New York, N.Y. —

Here's an idea I used with my tenth-grade language-arts classes: Students of all ages like to talk about themselves, and one way we found to capitalize on this basic premise was to have students "advertise" themselves. Each student was asked to choose a talent or skill, then use three color slides and a two- to three-minute talk to sell himself to the class. Some students got a little carried away and pictured themselves as safecrackers or streakers, but others were teachers, snowmobile salesmen, and babysitters. The project added new depth to the class as students worked together, organized and planned material, and used speech techniques to present ideas. It provided a wonderful opportunity to see the students on a very personal level.

From Marilyn McKernan, Dover High School, Dover, N.H. —

I have used photography to teach essay organization in an Expository Writing class for grades 11 and 12. Students are assigned a photographic essay in which they are to tell a story or show a process with a clearly delineated beginning, middle, and ending. They must use pictures only — no words. Photographic essays have included topics such as a cross-country race, making cookies, assembling a picture puzzle, and decorating a Christmas tree. The assignment makes the organization process unmistakably clear. It also has served as an introduction to picture-taking for some students who were not experienced in photography.

From Mary L. Hogan, R. E. Lee Institute, Thomaston, Ga. —

In one of my advanced Spanish classes, we used an instant-loading camera to make slides of different students showing Spanish gestures. We now use the slides to teach gestures. The students are much more interested in learning gestures when they see their classmates perform them on screen.

SPECIAL CLASSES (ART, MUSIC, INDUSTRIAL ARTS, GUIDANCE, LIBRARY)

From Dayna Votruba, Pauline South Middle School, Topeka, Kans. —

Because I teach both seventh- and eighth-grade art, it's hard to take my classes on nature walks. But by using my camera, I have been able to inspire my students with outside stimuli. Our unit on yarn sculpture shows one such example. I took slides of twisted tree trunks and branches, cacti, and seashells. I showed the slides to my students and told them to use the nature slides as the basis for making their shapes and forms with yarn. The pupils used wadded newspaper as the core of their sculpture; the yarn was then coiled around the newspaper form. By using my camera, I was able to bring the outside in — for inspiration!

From Karen Hastie, Concord, Mass. —

Recently I made a film with my class. Now this couldn't be an ordinary film; it had to deal with music since I'm the music teacher. The final outcome was a film that taught "How to Make Music." The children started out with the five lines and an animated sequence describing (with titles) the musical staff. To teach the names of the lines and spaces, the students acted out a skit — or two or three — such as "Every Good Boy Deserves Fudge" and "Empty Garbage Before Dad Flips." The spaces (FACE) were covered in an animated sequence in which a face was drawn. Through titles, the viewers were asked questions, which could be answered or checked by watching the film. The final step was to make a scale (do, re, mi, etc). The students acted out the "Do, Re, Mi" song; they sang the song on the sound track. Other classes that have viewed the film have no trouble remembering "How to Make Music."

From Lorraine Krentzin, Maire School, Grosse Pointe, Mich. —

One hundred slides in the following three categories were presented at a recent P.T.A. meeting: (1) slides of children (grades 1 through 6) doing artwork; (2) slides of completed artwork; and (3) slides made by children by using marking pens on, or gluing cellophane to, recycled film with the emulsion removed by bleaching. It was a smash hit with humor, spontaneity, and creativity pouring out of those kids onto the screen for all to enjoy.

From Carolynn Raynor, Wink-Loving Consolidated School District, Wink, Tex. —

I teach elementary music, and for one of my projects, I had my students illustrate a favorite song. Each student illustrated one line of the song, and I photographed the picture with color-slide film. We had the slides developed, arranged them in proper sequence, and viewed them with the music. This was a highly successful project. At Christmas, students in one of my classes decided to have photographs taken of themselves acting out each line of a favorite seasonal song. Needless to say, this has been a big hit with both students and parents.

From Judy Lawler, Methuen Middle School, Methuen, Mass. —

Choose a popular record. Have the students listen to it. Distribute write-on slides and marking pens. Instruct the students to draw a picture, cartoon representation, or word that they remember from the song. Collect the slides. Place them randomly in a slide tray. Replay the tune while projecting the slides. It's a "great bit" with the class and helps them to listen more carefully and expand their perceptions.

From Daniel L. Stone, Abington Heights Middle School, Clarks Summit, Pa. —

I teach grades 5 through 8 in our middle-school industrial-arts program, and I use photography for everything from review and positive reinforcement to making animated movies. Here's an idea I call "The Real World Awaits...You." We post pictures around the room showing the kids using the equipment, materials, and procedures in our classroom. We surround these student pictures with pictures of equipment, materials, and procedures used in the everyday work world (for earning a living) or as part of leisure-time activity. The kids are motivated when they see how what they're doing in school relates to the real world — and how they might be called on to use the skills they're learning now.

From Anne Rupe, South Shore Middle School, Seattle, Wash. —

Last year, I taught career education. I ran my room as if it were a company, but I believe this idea can fit into any classroom setting at any age level. Each student was given his or her own I.D./Hall Pass. One side of the 3 x 5-inch index card featured the student's photo, name, age, class, etc, and a list of possible destinations. The student would check the destination before leaving the room and erase it upon his or her return. The other side was made up as a calendar (we fit three months on each card). The students marked the days they came to school. They also used the calendar side to see how many school days they had left to accomplish certain tasks. They got much practice in record-keeping, and they were able to look back and see how much they had accomplished.

From Gerald P. Beem, Leslie Bell Elementary School, Lexington, Mo. —

I am currently working as a school counselor, and I make weekly visits to the classrooms to present half-hour sessions on guidance-related topics. Slide presentations on such topics as "What Does an Elementary School Counselor Do?"; "How to Make Friends"; and "Why We Like Living in Lexington" are the focal points of these sessions. The students take part in creating the slide presentations in various ways: writing scripts, recording cassettes, planning, and appearing in the slides. These slide/tape presentations have been well received because the students enjoy seeing themselves and their friends on screen.

From Anne Polkinghain, Harbor Day School, Corona del Mar, Calif. —

I am a school librarian, and I have used photography to do a unit on witches. First, I collected pictures of witches — some scary, some colorful, some familiar — from children's books. Then I made slides of the pictures to show the children. While looking at the visuals, we discuss the concept of a witch, whether or not witches are real, what stories the children recognize ("Hansel and Gretel," for example). We also compare pictures and talk about feelings, shapes, etc. This project brings superb results in creative writing, noticing detail, and drawing. As the children draw their own witches, they incorporate ideas from the images they've seen on screen. The children also recognize and seek out the books excerpted for the program. This is a good project for around Halloween, but it can be used to enhance the curriculum at any time of the year. It's especially good with a fairy-tale unit.

From Mrs. Cecilly Jacobsen, Churchville County High School, Fallon, Nev. —

The mass-media class I teach has as one of its student projects slide presentation. So that our money would be used most effectively, we joined forces with the elementary-grades librarian and created slide shows to go with books the elementary-grade teachers ordinarily read aloud. The students made paper or clay figures and used cardboard boxes as their stages. In one instance, they used real people to reenact the story. Now the librarian has each book card ticketed to show if she has a visual to go with it. The feedback we've gotten is that both students and teachers enjoy our projects very much.

From Jack Lund, Principal, Santa Lucia School, King City, Calif. —

Recently I took several snapshots of our students while they were playing on slides, jungle gyms, and other playground equipment. I'm having these blown up to large poster size — two by four feet — to place on the walls in our new library. This will help the students identify the library as their special place and give them a good feeling about going there.

From Anitra Gordon, Lincoln Junior High Library, Belleville, Mich. —

An effective means of displaying photos can make the difference between a striking exhibit and a humdrum one. One way to have a striking exhibit is to mount the photos on mounting board, then on Styrofoam polystyrene rectangles of varying depth. The photos, on the Styrofoam mounts, then can be arranged on the wall in an effective collage. Even snapshots can be mounted this way and look impressive. Before the display is mounted on the wall, try it on a table to pick the most attractive arrangement. The pictures look best when they vary in size and shape. To make the mounting easier, use double-faced tape to hold the photos to the mounting board. (Dry-mounting is more difficult, but looks more professional.) Heavy-duty double-faced tape can hold board to Styrofoam and Styrofoam to wall. Balsa wood can be used instead of Styrofoam. The important thing is to keep the whole thing light enough to be held up with tape.

From Noal K. Hatch, Media Coordinator, Provo, Utah —

I have developed a merry-go-round type of gadget that has been of value to us in helping students learn how to find a book by using the card catalog. It displays 5 x 5-inch photographs in sequence. With each photo there are brief directions. With the thirteenth picture, there are directions for the student to follow to show that he has learned the skill taught by the pictures. I helped myself to one of my wife's lazy-Susan cup holders to make my gadget, but a flip file or a bulletin board could serve the same purpose. The important thing is that the pictures show a sequence or series of steps leading to an exercise that shows mastery of the skill — or the need to repeat the steps until the concept is understood. Students really use my gadget. It's worthwhile. What's more, at any time I can slide the pictures out and replace them with another series on a different subject.

From Judith Gandee, St. Mary Magdalene School, Columbus, Ohio —

As a librarian-media specialist, I frequently take pictures of students reading or sharing ideas in the library. I keep a photo album of all these pictures in the library so that the students can see who uses the library. They truly enjoy seeing their pictures, and it makes the library a positive learning place and an enjoyable experience. It also encourages book reports, for all students like to have their pictures taken!

REMEDIAL READING

From Mrs. Manzel Berlin, Title I Reading Teacher, C&M School, Cumberland, Iowa —

I chose a sixth-grade student who had a great deal of difficulty with his reading to take a picture with an instant camera. He examined subjects around school and left the classroom to shoot his assignment for the day. When he came back, he wrote a short article about the picture and read it to me. The following day, if he could read the article to me with no mistakes and no help, he was allowed to take another picture. This project made a lovely scrapbook of which he was justifiably proud; it also helped him with reading, spelling, English, and penmanship — not to mention learning to use the camera and enjoy it.

From Clare A. Reska, Coal Center, Pa. —

I work with elementary remedial-reading students. These students have many difficulties in reading, especially with small "sight" words. These words must be recognized by sight since they are used frequently and can't be attacked by using word analysis. To be able to associate the words with pictures makes it tremendously easier for students to learn. To create this word-picture association, I use several children to illustrate the word. For example, the word *under* is illustrated by having several children sit under a large table. One of the students holds a sign with the word *under* printed on it. A photograph is then taken. Words such as *little, big, over, above, below, behind, front, back, near, far, inside,* and *outside* are just a few of the many other words that can be illustrated this way. I have made some of the photos into slides for group presentations. Many of the photos have been compiled in a picture dictionary for each of the groups to use. The children are involved and learn much about the words during the photography sessions. They enjoy seeing the word photos because they are a part of them.

From Anna Jane Waddington, Remedial Reading/Math, Grades 3 through 8, Penn View Christian, Souderton, Pa. —

This activity, "Our Class Newspaper," naturally follows a study of newspapers and their parts. The activity is used in our resource room, where we work with children who need individualized study in addition to — or instead of — regular classroom work. With small groups, it's usually a monthly activity. With certain individuals, it has proved valuable on a weekly or bi-weekly basis. Activities such as "Write a front-page news story" and "Find a recipe for the Homemakers' Column" are carried out on a contract basis. Photographs are required for all important stories because I have found that "news photography" really opens doors for many students. A reluctant writer was inspired by Souderton's firemen and their demonstration at school during Fire Prevention Week. This student photographed the men in action. Then he had to write about them. He found it was not so painful — thanks to his pictures. He is just one of many examples. For this reason, a loaded instant-loading camera with flash is always on hand. My husband and I develop the pictures at home. Pupils select the pictures they wish to use in the newspaper. Enough prints are made for every copy of the dittoed paper. These are eventually glued, by the students, near the proper articles in their duplicated newspapers. This is a good activity for reading and matching "what belongs together." Another bonus is the good home/class public relations provided by these take-home newspapers.

From Becky Reisetter, Remedial Reading Teacher, Greene Community School, Greene, Iowa —

I teach first through sixth grade in remedial reading. This past year, we utilized cameras in a worthwhile project that involved all my students. My upper-grade students made a school "pictionary" for the primary students. Each child was assigned to take pictures of objects that began with four letters of the alphabet. After scenes around the school were photographed, we mounted the pictures on paper, labeled them, and made a spiral-bound notebook. The students who made the pictionary gained insights into photography, practice in alphabetizing and spelling, and a sense of self-worth by completing a worthwhile project someone else could use. The primary students gained a new reference book with pictures to which they could really relate. And, maybe most important, it proved to be fun!

From Carol Bodofsky, Woodbridge, N.J. —

Having used photographs to show growth and change in a classroom setting, I decided to try it in my remedial-reading work. To show progress in oral reading fluency, I tape students reading every month. At various points, we listen to the tapes together to see how much progress has been made. This year, I began taking pictures of the students with the books they're reading for the tape. I mount these on a chart. The pictures have really increased interest in monitoring progress.

From Bob Blumenthal, Reading Consultant, Lincoln Elementary School, Pompton Lakes, N.J. —

As a reading consultant, I am always searching for new ideas which will motivate reluctant readers. Since photography has such great appeal for youngsters, I decided to use an instant camera to attract some hard-to-reach children to reading. After showing them how to operate the camera, I distributed some rules they had to read:

1. All pictures must be taken in the vicinity of the school.
2. Each person may take six pictures.
3. The student must select a theme and have it approved by me (e.g., transportation, children at play, etc).
4. Pictures must be mounted in a scrapbook or displayed in some manner.
5. Each picture must be accompanied by a description of at least two sentences.

The children were encouraged to share their scrapbooks with parents, friends, and relatives. Not only did they learn the words below each photo, but they felt proud of their accomplishments.

From Mrs. Pat Lochinger, Reading Supervisor, K-12, Greensburg Salem School District, Greensburg, Pa. —

I have made mini-books for my intermediate remedial readers. I take pictures of them during the course of the day in class — entering the room, reading, "goofing off," etc. I then use the Dolch list to write simple sentences to explain what's happening in each picture. The students also use the list to write short stories about the pictures. We put pictures and words on paper and laminate the pages to combine them into a book. Students get practice using those easy words and really value their books. Their pictures are great motivators to pick up the books and read often.

From Sandra D'Andrea, Second Grade, Title I, Prairie View Elementary School, Gainesville, Fla. —

Beginning readers have a terrible time remembering the words *who, what, when,* and *where*. They look so similar that small children often confuse them. To help them both remember the words and get started in creative writing, I let each child pick a picture from the picture basket. (This is filled with pictures I've taken of the class throughout the year.) The child then clips the picture to his paper and writes a caption for it. He has to tell *who* is in it, *when* it was taken, *where* the people were, and *what* was happening — four sentences in all. This year, I took the pictures and captions and mounted them in a scrapbook. The children proudly shared it with parents and visitors. In fact, they enjoyed reading their "mem'ry book" so much that it was hard to drag them away from it. And in a remedial-reading class — that's a real feat!

From Maureen McDonnell, Title I Reading and Math Teacher, Delaware Ave. School, Palmyra, N.J. —

We are required to have parent meetings once a month to keep the parents informed of their child's reading progress. We have found no better way than to have children take slides with our instant-loading camera and narrate what is happening to help parents see what is going on in our program. Many of the parents are employed and cannot visit the classroom, so we take the classroom to the parents via our slide presentation. The children are excited about doing this. They, in turn, excite their parents. Their parents see what their children do in school.

From Mrs. Jannelle Whitney, Reading Specialist, New Troy Elementary School, New Troy, N.Y. —

As a reading specialist in an elementary school, I am often faced with beginning readers who have difficulties communicating ideas using oral language. I let those students take a picture of something around, near, or in the school. I elicit questions and answers from the students as we talk about their pictures. Motivation and interest are high because of the individual personal experience involved. This experience encourages children to speak voluntarily and spontaneously. Later, the children share and talk about their pictures in small groups. From oral-language development activities, students progress to the development of written language. A picture is indeed worth a thousand words in oral or written language, and with the use of photography, both can be better developed.

From Irene M. O'Neill, Title I Reading and Math Teacher, Avondale and Lakeview Schools, Birmingham, Ala. —

During the year, students are exposed to such concepts as color, prepositions, polar relations, and comparatives. To teach and reinforce these concepts, I take pictures of the children acting them out. As a group, we then write a short story about what each picture shows. The children love to see their pictures, and the pictures make learning these concepts easier and more fun for these "special" children. The stories are displayed first, and then put into a notebook for all to enjoy.

From Constance Carpenter-Gagnon, Galeston Elementary, Chandler, Ariz. —

There are words in our environment that non-readers can and do read. However, they do not always stop and realize they are reading. As a reading specialist, I work with non-readers and slow readers. Finding words they can read is a first step. I have taken pictures around town of familiar words, words such as "McDonald's," "Taco Bell," "Stop," "School Bus," "Coke," "Gulf." These picture/words are then placed in a small file box and labeled "words." Not only are the students delighted to find a word box full of words they can read, but these students are also learning skills from the word/pictures. The picture with the word "Stop" printed clearly across the sign can be used to teach the "st" blend or the short "o" sound. Students can then look for other words that have similar sounds.

From Leslie Tabachnick, Orange, Conn. —

I am a reading specialist at the Children's Center in Hamden, Conn. The Children's Center is a residential treatment center for emotionally disturbed and learning-disabled children. For several years, I have been using photography in the manner described below. It has been extremely useful. This year, I plan to apply for a Title IX Grant in order to increase my funding.

This project is designed for those "almost impossible to reach" teen-age non-readers. Small groups of youngsters spent several sessions talking about various exciting experiences they had had. With my help, they selected one experience and used it as the basis for a story. After much discussion, we added some information to enhance the plot and create a bit of suspense. Once the story was written, the youngsters acted out the roles of the characters, using simple props. I took pictures of them, and with these pictures I was able to create a unique reading textbook. I arranged the pictures in sequence, one to a page, with part of the story written under each picture. I then took the liberty of changing some of the wording so as to include some basic vocabulary appropriate to the reading level of my students. The "disenchanted" teen-agers never lost their enthusiasm for reading their own, relevant creation. We made several books using the same system, and each one proved to be more exciting than the last. The youngsters were able to use these readers as a basis for improving their decoding and comprehension skills. Other non-readers also were interested in reading what their classmates had written. It even motivated newcomers to join the program.

SPECIAL STUDENTS

From Linda Moody, Northside Elementary, Cedartown, Ga. —

As an itinerant teacher working with gifted students from three schools, I wanted my students to feel they were part of a bigger "class" and to understand that I had other students on days when I wasn't with them. I also wanted them to be familiar with students in the same grade of another school so that joint projects or field trips would work better. I took three pictures of each group and made a bulletin-board display in my room at each school. This seemed to be effective as a "get acquainted" activity and as a creative expression — since each group decided on a pose to fit its own distinct personality.

From Mrs. Joan E. McCarthy, Niceville, Fla. —

I teach film animation to 105 gifted fourth-, fifth-, and sixth-graders at Okaloosa District Learning Center for the Academically Talented. The students use super 8 film that requires no movie light or filter changes in filming their animations. In addition to learning the technical aspects of filming, we find this animation activity stimulates creativity while reinforcing basic language and organizational skills.

From Mrs. Norma J. Knoche, Youth Development Center — Geneva, Friend, Nebr. —

Whenever I attend an educational or unusual event, especially during the vacation months or over holidays, I take a series of photos of the event. I use these in several ways with my students. The pictures lend themselves to teaching sequence — putting, telling, or writing how the event happened, depending on the ability of the children. The photos also serve as cue cards when students are to make a speech. They serve as confidence-builders for the less articulate and help develop interest, motivation, and vocabulary. (I teach remedial-education classes in an institution for girls who are committed by the courts. Since we are not allowed to take students off campus for field trips, this is my way of bringing the field trips to the students.)

From Stephen A. Pavlak, Pittsburgh, Pa. —

I have found the camera to be an invaluable teaching tool for children of all ages as well as for illiterate or slow adults. It works especially well with the Language Experience approach to reading. One or more cameras are taken along on every field trip or excursion. Each interesting, exciting, or informative scene, animal, or experience is recorded on film. When the students return to the classroom and the developed pictures are available, each picture is discussed with the class. The children discuss the picture orally, and the teacher records the experience for the children by writing or printing it on large sheets of newsprint. The spelling lessons, vocabulary lessons, and English lessons for the following days all center on the picture story. Children respond very well to this approach; it is particularly effective in remedial reading. Each story and picture is given an appropriate title, and the pictures and stories for the year are bound in a class language-experience book, which is donated to the school library. When the method is used with adults, each adult is tutored individually. The method has proven most effective when the pictures centered on the adults' occupations.

From Mrs. Pamela Harvey, Joliet Public School District No. 86, Joliet, Ill. —

As a speech therapist, I work not only with students with speech (articulation) problems but also with those with language problems such as difficulties with vocabulary, specific concepts, verbs, sentences, etc. I use photography in all these areas by picturing the child acting out the verb tense, preposition, or concept (opposites, for example) that seems to be posing a problem. I discuss what they're doing — "I am smiling," "I am frowning" — as I take the child's picture. Then, when the picture has been developed, we rediscuss the concept, write it out, and post it in the room or hall where everyone can see what Susie or Johnny is doing in speech. The children love it. So do the parents. In fact, I've had outstanding responses from parents by using this method of teaching.

From Marie Kowalchuk, Rockaway Beach, N.Y. —

I teach brain-injured and emotionally disturbed children. They come from disadvantaged homes and need special motivation and reward for learning. I have found the camera to be the instrument necessary to provide this motivation and reward. Each week, we have a spelling test. I keep a record of those with perfect scores and try to emphasize pride in one's own work rather than comparing one student's work with another's. When a child receives three perfect scores, his or her picture is taken and posted with the test papers. The children are permitted to take the pictures home after a week. As a result, the children are motivated to study for their tests, learn their words, etc. Another result was quite unexpected but very valuable in light of my children's problems. I found them dressing up on the day of the spelling test, wearing their newest and favorite clothes. This builds their confidence and greatly improves self-image, which is in great need of growth.

From Jacqueline K. Miller, Generalist, Brigham City, Utah —

As a teacher of exceptional children, I am faced with many unique problems. One of my students with an extremely poor self-concept was helped by the use of a camera. Part of her poor self-image was based on poor posture — curved spine, slumped shoulders, and drooping head. I hit upon the idea of a "before" and an "after" picture. We took the "before" picture, analyzed the problems together, initiated a six-week exercise and posture program, and after six weeks, took another picture. The "before" picture acted as a motivator for improvement; the "after" picture was a reward for her efforts. Years of nagging and reminders to "sit and stand up straight" did not accomplish what one photograph did.

From Mrs. Virginia Lovitto, Allentown, Pa. —

I teach a special-education class at the high-school level. I usually have the same students for four years — in grades 9 through 12 — before they graduate. During this time, I get to know them and their families very well. Because of the special relationships that develop, I like to have each graduate leave school with a remembrance that has meaning for him. Each year, I take pictures of the class engaged in activities and working on projects. Included are pictures of field trips and so on. I compile the photos of the students in separate albums. At commencement time, I present each student with a pictorial record of his high-school days.

From Marilynne K. Nishimura, Chicago, Ill. —

I have used a camera to increase self-awareness, interest in others, and map-reading skills with primary-grade behavior-disordered children. First, I take individual pictures of the children and note two or three of each child's hobbies. Then I construct an accurate map of the neighborhood and display it on the bulletin board. I surround the map with the children's pictures and draw beneath each picture the symbols of the child's hobbies. I also display a "legend" that tells what each symbol represents. Each child places a piece of yarn from his/her picture to an appropriate location on the map. In addition to the high interest this project activates — and the beautiful bulletin-board display — I've noticed the children becoming more aware of their peers.

From Bonnie Lee Wirfs, Speech/Language Pathologist, Murphysboro, Ill. —

I have used photography to help teach reading (vowel sounds, for example) to children with learning disabilities. For a child who is having particular difficulty learning short and long vowel sounds, I have him/her hold a card showing the letter and phonetic symbol while saying the sound through imitation. At the same time, I take the child's picture. Later, when the child experiences difficulty pronouncing the sound, I have him or her find the photograph with the same symbol and copy the mouth position. Using this visual technique stimulates production of the correct vowel sound and promotes the child's feeling of success!

From Diana McLain, Nichols Hills Elementary School, Oklahoma City, Okla. —

I call this bulletin board, used with my special-education classes, my "Most-Wanted List." I take each child's picture (front and side view if money allows) and post all the pictures on a bulletin board. Under each picture, I place a typewritten "fact sheet' of this most-wanted person. Here's a sample:

Name: Jane Smith Age: 8

Last Known Address: Nichols Hills Elementary School
Height: 3' 10"
Weight: 60 lbs.
Hair: Blonde
Eyes: Blue
Distinguishing characteristics:

1. Can add two-column numbers with carrying.
2. Can make a sentence, using a noun and verb correctly.
3. Can tell the main idea of a reading passage.
4. Can walk balance beam backwards without stepping off.

These facts can be typed on small strips and added as each child achieves a goal.

From Paula Winger, Special Education Resource Teacher, St. James Middle School, St. James, Minn. —

All children enjoy using puppets to express thoughts and ideas. To make one, cut the head out of an instant-picture portrait, and tape a pencil to the back of the picture to reinforce the head and serve as a lever to control head movements. For the body, use a simple paper pattern that has been made to fit the child's hand. Cut two pieces of cloth and sew side and arm seams. Then staple the head to the neck opening. You can also take several portraits of each person in various moods and switch them to suit the moods of a character in a play. These puppets permit each child to become a princess or a prince. But most important of all, the puppets permit the children to express themselves more easily.

Editor's Note: Some instant pictures contain a material which is caustic for a time after development and can cause alkali burn to skin or staining of fabrics. Observe CAUTION notes for the instant-picture products you use before cutting prints.

From Barbara Greenburg, Education Specialist, Urban League Child Care Center, Colorado Springs, Colo. —

Here are some ways in which we have been able to use photographs with our mainstreamed handicapped pre-schoolers: (1) Children with a diagnosis of autism often show more interest in pictures than in real objects. In teaching nouns to non-verbal children, we have used photographs of an actual classroom object, such as a child's own chair, as a supplement to the generalized, standard pictures in the flash-card sets. This assists the children in categorizing and generalizing (often difficult with children with this diagnosis) since there is a direct connection between a picture of the chair he or she sits in and the chair itself. (2) Some of our orthopedically handicapped children and those with cerebral palsy have to be hospitalized at frequent intervals for correctional surgical procedures as they grow. The handicapped child doesn't seem to mind much — he or she is used to it. But it is scary for the other children in the class, and disruptive to friendships. Using photographs of the classroom activities and the hospitalized child playing in his or her bed with new toys and a few friendly nurses' aides, we can bridge the gap. This makes the hospitalized child's absence more understandable and less frightening to his or her classmates. It also prepares the class for any new protheses or other devices that will soon be part of the classroom. (3) When a newcomer has some equipment related to his or her handicap that is unfamiliar to the rest of the class, it helps to post a photograph of the new child a week before he or she enters the class. This enables the other children to study the new equipment and ask any questions they have — even role-play the use of the equipment — and prepares the whole class to make the new child's first experience with them one of welcome and acceptance.

From James N. Levy, Sarasota, Fla. —

My students are mentally handicapped and have a very specialized curriculum. Part of this curriculum is to learn danger words — *Danger, Poison, Keep Out,* etc. I found cards printed with these words to be quite boring to my students. To make the learning more realistic, I took slides of these words as they were located in my students' community. For example, I took pictures of the words *In, Out, Exit, Closed, Open,* and *No Smoking,* at a local department store. The students were really interested in these words because they recognized the places where the words could be found. And you can correctly guess that my students told me the following week that they had found these words when shopping.

From Sandie Bolze, Sayville, N.Y. —

I have a class of twenty emotionally disturbed, neurologically impaired, and learning-disabled students in my resource room at Bellport Middle School. I like to get to know my students and establish rapport with them before I begin teaching an academic subject. I also like to build their self-esteem and help them feel comfortable in my room. One of the ways I achieve this goal is by having each child make an ego picture. The first thing I do is take candid shots of each child. For the next week, while we are waiting for the pictures to be processed, the students fill out ditto sheets telling me their favorite foods, hobbies, colors, animals, sports, television programs, rock stars, etc. With these as a guide, they next cut out pictures of their favorite things and paste them, overlapping a little, on a big 12 x 18-inch piece of cardboard. They leave a space in the center for their picture. The excitement of the arrival of the pictures and the finished projects being hung around the room always fills the room with good feelings. I have accomplished my goals, and the children, without realizing it, have successfully accomplished or improved these skills: following directions, sequencing, finding the answer (in this case, the picture), perceiving the world around them, and working well with others. But most important of all, the children have a tangible, visual success that builds their self-esteem. These pictures are later sprayed with varnish and given to parents as Christmas gifts.

From Helene Shuster, I.S. 223, Brooklyn, N.Y. —

I am a resource-room teacher working for the Bureau for Hearing Handicapped Children. The children I work with have disabilities ranging from moderately hard-of-hearing to severely hard-of-hearing and deaf. Because of their hearing loss, these students are also language-impaired. Their abstract-thinking processes also are limited. Therefore, we try to be as concrete as possible. Pictures help. For instance, I do a lot of manipulative activities with the children, such as following recipes. The children have to read and follow directions. I picture them performing each step. We then use the pictures to write our own sequence stories. Each picture is discussed and written up on a sentence strip. The pictures and sentence strips are displayed in the room on a chart. They're maneuverable. The children love to arrange the pictures in the proper order and then match them with the appropriate sentence strips. The children especially enjoy seeing their own names in the sentence strips. They're highly motivated by pictures that include them. I have found this and other photo-oriented activities to be a beautiful approach to language development in my children.

From Kathryn Gardina, Clarksburg, W. Va. —

In teaching the feelings of happy, sad, angry, and surprised to young hearing-impaired children, I photographed each student in the class displaying each of these four moods. After the pictures were developed, each child had to identify his own expressions and match the sentence included in the photograph with the identical sentence on a teacher-prepared language chart. Another activity involved groups with all happy expressions, all sad expressions, etc. The concept of feeling became more meaningful thanks to photographs, which acted as a valuable aid in stimulating language and speech.

From Barbara Eleazer, Columbia, S.C. —

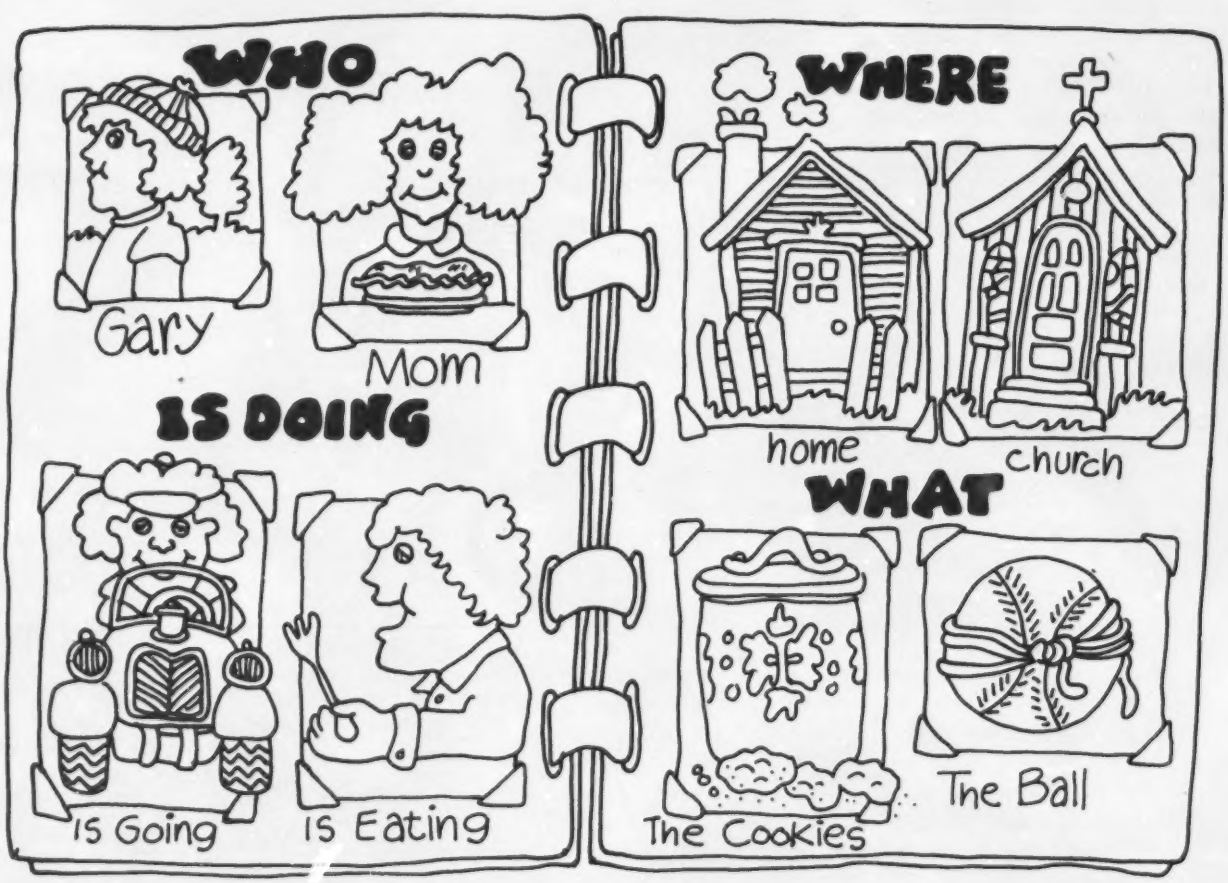
As a teacher of elementary learning-disabled students, I have many students who have a great deal of difficulty in the area of written expression. Their disability is in the area of getting their thoughts down on paper. In fact, many of these same children have very little difficulty orally expressing their thoughts and ideas. I often let these students "tell" their stories, book reports, creative-writing assignments, etc, in pictures. Students are allowed to check out the camera and take slides to accompany their oral reports to the class. This procedure is great for building up a student's self-esteem. Also, after a student has made the oral presentation, he has to sit down, and if necessary, go back through his slide presentation so that he can try to summarize on paper what his report was about. This helps to strengthen the deficit area of written expression.

From Debra D. Unangst, Myrtle Beach, S.C. —

As a learning-disabilities resource teacher, I am expected to bring each student into my classroom for individual testing at the beginning of the school year. In order to build an instant rapport and ease the tension that often arises in a testing situation, I always take the student's picture. All children enjoy having their picture taken. It makes them feel very special. These pictures are used during the school year to give recognition to any student who does something special or shows extra effort. The student's picture, good paper, and comments are tacked to a special bulletin board for one whole week. After that, the student is given a special certificate by the principal.

From Rena Carney, M.S., Speech Pathologist, Yates Exceptional Student Center, St. Augustine, Fla. —

I teach mentally retarded, physically handicapped, emotionally handicapped, and deaf children. Many of these children are non-verbal. As part of their language-development program, each child has a communication book. Pictures of each child eating, working, playing (or carrying out any other relevant activity he might want to communicate about) are taken and then made part of a permanent, ordered language book. This language book is used as an expressive communication system by the child to describe his actual environment, emotions, family members, etc. It is also used to develop the understanding of time concepts. What better way to remember the first day of school than to see a picture of yourself with Mother on the school steps!



From Mrs. Johnnie Thomas, Elementary Supervisor, Oklahoma State School for the Deaf, Sulphur, Okla. —

Use slides, prints, or movies — and the children as subjects — in teaching the concept of *where*. Slides and movies made at our school teach concepts such as *on the table, desk, floor*; *under the ladder, box, desk*; *among the trees*; *in the wagon, auditorium, library, gym*; *between the stairs, trees*; *beside the door, chair, window*; *into the restroom, student union, dorm*; *at home, school, town*. We use objects familiar to children in creating these concept visuals. Prints and slides are also used in teaching *who*. Pictures of children, teachers, school personnel, and community helpers reinforce the idea that all people have names as well as titles. For pre-school through first grade, all reading material is on slides. This makes the print larger, and all children see the page at the same time on the screen. Young children have a tendency to drop books and lose their place on a page. The slides eliminate this problem. In any form of picture, children like seeing themselves. The pictures make learning more interesting and effective.

From Judy Hatfield, West Virginia Schools for the Deaf and Blind, Romney, W. Va. —

I use photography to help teach my students functional words. One category we work on is "Building Words." I have my students go around town and take pictures of different buildings (post office, bank, hospital, etc). Then we attach the pictures to a piece of poster board and put a picture hanger below each photo. The students can then match pre-punched flash cards with the proper pictures by hanging the cards below the photos.

From Mrs. P. Fisk, Public School 212, Brooklyn, N.Y. —

I am a teacher in an HC30 unit, and we use photographs in many lessons we teach. Because our children have distorted images of things around them, I use color photographs to aid them in viewing items realistically. Next to firsthand experiences, I find photographs to be the most useful medium for this work. Each month, I also select a "star of the month" — a picture of the child is displayed on the bulletin board. This gives the child a feeling of worthiness and importance, and proves to the rest of the school's population that our children look the way they look, even though our students have disabilities. We also use photographs in our perceptual work with the children. Since these children have poor visual memory, we show them photographs at increasing time spans to help them learn to see and remember detail.

From Jennifer Hegranes, Osseo-Fairchild Schools, Osseo, Wis. —

I have a class of elementary trainably retarded students. All the students have various behavior problems. To help promote good manners in a positive way, I helped the class put together a "good manners" book, using photographs of the students themselves during their daily activities. After we assembled the pictures, they placed them on the bulletin board and together we decided on suitable words for captions. After copies were made, everyone helped fasten books together. Each student took an illustrated "good manners" book home. Also, as a class, we gave a copy to the principal and to the library, where it can be checked out and read by the elementary students. The students were so proud of the book that they also gave out extra copies to various teachers they know on the faculty. We read it during reading time. We also had enlargements made of six of the photos for a bulletin board that reminds us of good manners.

From Albert Marten, Director of Special Education, Unified School District No. 273, Mitchell County, Beloit, Kans. —

Our secondary special-education teachers of the mildly mentally handicapped use photography to help students gain self-confidence. These students have been below average most of their academic lives. They often lack the social skills that make them acceptable to their non-handicapped peers. This combination of failure and rejection has built negative self-concept in these students. When they are singled out for recognition, usually it is in a negative context. They become keenly aware of their deficiencies. Two of our teachers, in particular, are working to reverse the negative self-image and build on the positive. They keep an instant camera in the classroom, loaded and ready to use. Each individual student accomplishment, whether academic or social, is reinforced quietly and positively. A record is made of the accomplishment by photographing the student in the immediate context of the positive action. This recognition of positive action by the student serves as an immediate reward and permanent reminder of his ability to be a worthwhile person. The pictures on the bulletin board constantly reinforce positive activity. The student, whose low self-esteem at first caused him to refuse to be photographed, learns through this method that he is a valuable, acceptable human being. He is allowed to study his picture to gain self-acceptance and reinforce pride in appearance and cleanliness.

From Donna Moyek, Kresge School, Northfield, N.J. —

I have six mentally retarded youngsters who need many self-help skills. One project we begin each November is taking a picture of each child from head to toe, enlarging each print to 11 by 14 inches, affixing the enlargement to wood (thickness depends on student's fine motor coordination), and coating the whole thing with lacquer or liquid plastic. After this has dried for 48 hours, I cut the wood-mounted print with a jigsaw to create large manipulative puzzle pieces (head, neck, body, arms, legs, feet). After we have used these "body-awareness puzzles" for a while, I cut the puzzles into smaller parts for those who can handle smaller pieces — for example, nose, eyes, teeth, elbows, etc. And if the students are really skillful, just find those eyebrows and eyelashes! The puzzles are always the students' to keep. They also enjoy doing their friends' puzzles.

From Patricia A. Taweel, Teacher of the Handicapped, Mercer County Special Services School District, Trenton, N.J. —

Here are two ways to use photography in the classroom: (1) For beginning readers, chart stories that include pictures instead of — or in addition to — words. Photograph various vocabulary words, people, etc, and keep the pictures on file for this purpose. The student will be able immediately to identify the word or person, thus adding to his reading pleasure and building his self-esteem. (2) In teaching self-help skills to exceptional children or other non-readers, use how-to-do-it kits consisting of photos. These folders illustrate the step-by-step breakdown of a task such as washing your face. A taped script should accompany the written script so that non-readers can follow along.

From Mrs. Nona J. Carlson, Burnside-Vasa School, Red Wing, Minn. —

I teach trainable mentally retarded students. Frequently, teaching materials are too difficult or do not pertain to things these students can relate to. This happens in my classroom in the area of functional signs, so I decided to use my camera to take pictures of actual signs in our environment. Examples are *Stop, Pull, Push, Open, Closed, Telephone, Office, Hospital, Entrance, Keep Out, No Admittance, Warning, Poison, Ladies, Men, Women,* etc. After the pictures were developed, I mounted them on tagboard and covered them with clear contact paper. The children are able to handle the pictures without damaging them. To reinforce the concepts in the pictures, we take periodic visits downtown to view the signs just as we see them in the pictures.

From Mrs. Isabelle Bushart, Wayne County BOCES, Williamson, N.Y. —

I teach retarded children and find they learn much better when photographs are used. Probably my most successful project was begun in summer. We have children from a number of towns in our special school. In order for them to have some idea where the others lived, I took a number of pictures from each town — points of interest, downtown areas, grocery stores, etc. Also, where parental approval had been given, I took pictures of their homes. I developed and printed the pictures, then enlarged the best ones to 8 by 10 inches and assembled them into books by towns. The children really enjoy looking through the books and showing the others where they live. This has helped the town names come alive for them. For several years, I also have taken individual pictures of each child in the fall for an attendance chart and for helping the children learn and recognize each other's names. They match pictures with name cards or call off the names from the pictures when we take attendance. Pictures have been taken of nearly all our activities and assembled into albums, which the children are free to browse through at any time. This stimulates conversation (they love to look at themselves!) in young retarded children who have a difficult time communicating.

From Mrs. Ray Harrow, Fresh Meadows, N.Y. —

In the teaching of profoundly retarded children, establishing communication and teaching the concept of "self" are most difficult. Mirrors are used to try to help the child associate the image in the mirror with himself; spoken language and manual language are also used to communicate. I have used photos of the children to implement these methods. I paste a picture of each child on oaktag and cover it with adhesive clear vinyl since each picture is handled a great deal. Each child's name is printed alongside his or her picture. The pictures are kept in an envelope marked "out" on the right-hand side of the "We Are Here" bulletin board. The children are seated in a circle around the board to avoid distractions. I ask each child to find his picture. If the child is verbal, I ask "Who is this?" and the child will respond with his name. If the child is not verbal, I ask him to point to himself. Then, each child is asked to put his picture in the "We Are Here" slots. Some need physical help to do this, and as you can imagine, the cards are not all straight. Many more language opportunities spring from this use of photography. For instance, I ask the children to identify their classmates, e.g., "Marc, find Debbie's picture. Good, now give the picture to Debbie." When the children go home, the pictures are placed back in the "out" envelope.

From Patricia Harper, Rockford, Ill. —

I am a special-education teacher at John Nelson School in Rockford. My class is a transition room where special-education children from the areas of learning disabilities and behavior disorders are taught the skills necessary to function in a regular classroom. Since they have been in a specialized program for years, these youngsters need to rediscover how to function in the regular classroom with more children than they are used to and more responsiblities for learning than they have had. Once they have achieved their goal, they are mainstreamed into a regular classroom at their grade level. Since there are so many children moving in and out of my room during the year, I decided to use a "Time Line" where we could record events both in words and in photographs. The chart is on the wall and we add to it with each holiday, birthday, new person entering, or former classmate leaving. It helps the children keep track of time and remember what projects and activities we have done — and it also gives them a feeling of movement toward their final goal, the regular classroom.

From Pat Brock, West Frankfort, Ill. —

I teach primary special education. To prepare a child *and* the regular class he is going to be mainstreamed into, the teachers involved take and exchange pictures along with written or recorded messages about routines, likes, dislikes, etc. Pictures of the special child working in his special environment help the regular children accept and understand the needs and limitations of the special student and pave the way for better acceptance of the special student by them. Various pictures of the regular class in action help the special-ed child see what kind of new environment he'll be coping with *before* he is thrown into the new setting. This helps alleviate his fears and anxieties concerning his move into a complex situation.

From Carol Knight, Tahlequah, Okla. —

Last year, prior to our annual track event, I used photos taken the previous year at our county's annual track meet. I used them to make a bulletin board showing each event. This was instantly the most popular spot in school. Many students in my special-education class for the mentally handicapped were motivated by the photos to try harder and practice more so that *their* pictures would be displayed. Even the teachers were all coming in to look at our special bulletin board.

From Su Emmens, North Stonington, Conn. —

I am a teacher of the deaf at Mystic Oral School, Mystic, Conn. As you can imagine, my students are very visually oriented. I often use photography to help illustrate my language lessons. Teaching verb tenses, for instance, can be difficult, but my class has come to understand tenses much better by taking pictures. We act out a sentence in the future, present progressive, and past tenses — "Mrs. Emmens's class will jump...jumps/is jumping...jumped off the wall." We make up little cards to hold picture and sentence. This is one of my favorite and most rewarding activities. The children show great imagination in their ideas. It helps put periods of time in a more concrete perspective.

From Susan Bromley, Teacher of the Deaf/Hard-of-Hearing, Marietta City Schools, Marietta, Ga. —

In teaching deaf students, the use of visuals is always important. To make a game to teach library skills, I took pictures of our own school library and made a floor plan as a playing board. The students learn to start at the card catalog, proceed to the shelves to find the books they need, and then check the books out at the circulation desk. (Of course, the one to check out his books first wins.) The photos make this game more interesting and authentic. They also help students recognize different areas of the library. Photos show card catalog; Fiction, Biography, and Reference sections; and circulation desk.

From Mrs. Maxine LeRaus, East Ramapo Central School District, Spring Valley, N.Y. —

I teach children in kindergarten through sixth grade who do not speak English. A camera has become an integral part of my program. Initially, I take every child's picture and put it on a bulletin board surrounding the map of the world. I link the child's picture to the country he or she comes from. On the second day of school, the children and I photograph each teacher in the school and every special area (office, cafeteria, library, playground). Then we use these pictures to learn English. When a child forgets what the word "library" means, all he/she has to do is look on the bulletin board for the picture. If a child is having difficulty remembering the children's names in the class, I will photograph the class so that we can practice the names. Since it is very important for non-English-speaking children to learn their addresses and phone numbers, I have an area with their pictures, and under each picture is important self-identification information. (I do this primarily with the very young children.) I have found the use of photography to be effective and affective. What could be nicer than being in a classroom where your picture is on the bulletin board?

MORE INFORMATION

TYPES OF CAMERAS

Although all cameras have the same basic parts, some cameras offer certain features that others don't.

Simple cameras are the easiest to use because they require few or no manual adjustments for shutter speed, focus, and lens opening. They have only one or two shutter speeds and are usually factory-focused for normal picture-taking distances (4 or 5 feet to infinity). Although some simple cameras have a fixed lens opening, others have an adjustment for two or three different sizes of lens openings which you set according to the exposure table in the camera instruction manual or the film instruction sheet. Many of the instant-loading cameras which accept drop-in 110 or 126 cartridges of film for prints or slides fall into this category.

Adjustable and automatic cameras allow you to take pictures under a wider range of conditions than is possible with a simple camera. With an adjustable camera, you make the adjustments. With an automatic camera, the work is done for you, or you may make one or two adjustments and the camera will do the rest. With the wide range of lens openings and shutter speeds offered by these cameras, you can use high-speed films to achieve correct exposure in bright or dim lighting and to record fast action without blurring the picture. Many of these cameras have focusing lenses which can be focused at much closer distances than the 4- or 5-foot minimum distance for a simple camera. Many 35 mm cameras have interchangeable lens systems which allow you to use telephoto, normal, wide-angle, and zoom lenses.

Adjustable and automatic cameras include 35 mm cameras (with some 35 mm cameras you can choose between fully adjustable and automatic or semiautomatic operation); some 126- and 110-size cartridge-loading cameras; and 2 1/4 x 2 1/4 cameras. Half-frame 35 mm cameras also fall into this category; these take two pictures in the space of one 35 mm frame (for example, 72 pictures on a 36-exposure roll). All of these cameras accept film in cartridges, rolls, or magazines for either prints or slides.

Instant cameras give you a finished print in minutes without waiting for a photofinisher to develop and print the film. They have automatic exposure-control systems that measure the light reflected from the subject and set the lens opening and/or shutter speed for proper exposure. Some instant cameras have fixed-focus lenses, and some have adjustable focusing lenses.

Movie cameras may be simple, adjustable, semiautomatic, or automatic, as described above for still cameras. Some of the more sophisticated cameras have variable filming speeds to produce slow-motion, normal, and fast-motion movies, and single-framing capability for use in such applications as animation and time-lapse films.

You will find that most of the techniques described in this book require only an inexpensive simple camera with few or no adjustments. Most of these cameras have a flash socket for simple flashbulbs or flash arrays so that you can take outdoor *and* indoor pictures conveniently.

THE *KODAK EKTAGRAPHIC* EF VISUALMAKER

With the *Kodak Ektagraphic* EF Visualmaker, you can easily make a slide or print of almost any piece of flat copy — printed, typed, drawn, painted — that is no larger than 8 x 8 inches (203 x 203 mm). In addition, most three-dimensional objects that will fit in the same area and that are of moderate thickness can be photographed with equal ease. The picture can, of course, be of a part or section of a large piece of copy or a large object.

The *Ektagraphic* Visualmaker is meant for the person who needs a set of slides or prints to help explain a problem, reveal an idea, or simplify a concept. This unit is ideal for the individual who needs slides or prints in a hurry and who may have to produce them without professional assistance. No special skill is needed; no complicated equipment is involved.

The *Kodak Ektagraphic* EF Visualmaker includes a *Kodak Instamatic* X-35F Camera with battery; a *Kodak Ektron* II Electronic Flash, Model A, with batteries; a cable assembly to connect the camera and flash; a 3 x 3-inch copy stand; an 8 x 8-inch copy stand; a pistol grip for hand-holding the 8 x 8-inch stand with the camera and flash unit attached; a cartridge of *Kodachrome* 64 Film (Daylight); a case; and *Kodak* Pamphlet No. S-40, *Simple Copying Techniques with a KODAK EKTAGRAPHIC Visualmaker.* The Visualmaker is available from audiovisual dealers.

FILMSTRIPS AND HOW TO MAKE THEM

The first thing to remember is that a filmstrip is not simply an uncut roll of regular 35 mm pictures. The pictures on a filmstrip are smaller than those taken with a regular 35 mm camera.

The second thing to remember is that you cannot easily edit a filmstrip. Once the pictures have been taken in sequence, you are locked into that sequence unless you remake the whole strip.

The best way to make your own filmstrip is to take a series of pictures (prints or slides), select the ones that tell your story best, number them in sequence, and send them to a lab that can make them into a filmstrip for you. Such labs have the special equipment to reduce your pictures to the proper filmstrip format. Check with the photo dealers, audiovisual dealers, and laboratories in your area.

A second way to make your own filmstrips is to use slide film in a half-frame (sometimes called single-frame) camera. Half-frame cameras are generally small cameras that look like tiny 35 mm cameras. They use regular 35 mm slide film, but take smaller pictures—about one-half the size of regular 35 mm images. You must be sure to hold the camera in a vertical position so that when the film is advanced, it moves downward through the camera from top to bottom. Have the film processed and returned *uncut.* You can then use this in a filmstrip projector. Remember that you can't edit out any mistakes once you have started taking pictures on this roll of film, and you must select your sequence of pictures carefully before you start. Therefore, it's usually best to copy existing photographs or other artwork. This way, you can edit your material before copying it to be sure that you'll end up with just what you want on your filmstrip.

Another possibility for filmstrip production is to use a regular 35 mm camera to copy two regular photographs (3R prints) at a time in each frame. Then when the uncut roll of processed film is returned, you have essentially the same result that you'd get with a half-frame camera—two pictures for each normal-sized frame.

Our experience has been that it is generally much easier and more efficient to use slides rather than a filmstrip to tell your story unless you need a lot of copies and plan to produce a filmstrip in quantity.

QUESTIONS?

If you have specific questions on picture-taking, send them to Eastman Kodak Company, Photo Information, Department 841, 343 State Street, Rochester, New York 14650.